DOCUMENT RESUME

ED 097 635	88	CS 001 373

TITLE	Final Evaluation Report of the Sensory Adjustment for Effective Reading (SAFER) Project for the Encinitas Union School District.
INSTITUTION	California State Dept. of Education, Sacramento. Bureau of Program Planning and Development.; Encinitas Union School District, Calif.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	Aug 73
NOTE	123p.
EDRS PRICE	MF-$0.75 HC-$5.40 PLUS POSTAGE
DESCRIPTORS	*Individualized Programs; Kindergarten Children; Primary Grades; Reading; *Reading Diagnosis; *Reading Improvement; Reading Instruction; *Reading Programs; Reading Skills; *Sensory Training
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

This final report on Sensory Adjustment for Effective Reading contains information related to the two major objectives of the reading program: to diagnose and treat sensorily deficient kindergarten and primary children, and to individualize the kindergarten and primary reading program utilizing sensory information. Activities conducted to achieve these objectives involved screening tests for vision and hearing and diagnostic tests administered for language development, phonic needs, and reading level. Reading instruction consisted of a two hour reading period, one hour with a paid teacher aide and one with volunteer aides. Language experience was emphasized with dictated and creative story writing. Speech and phonic diagnosed students were provided experiences in small group or individual sessions with both teacher and teacher aide directing their learning. Evaluation of the program indicated that K-3 screening and diagnostic sensory testing was completed successfully and individualization did occurr in 77 percent of the classrooms. However, treatment grade level groups did not achieve significantly over control groups in reading at posttesting. (WR)

ED 097 635

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RECEIVED
SEP 21 1973
ESEA, Title III

FINAL EVALUATION REPORT
OF THE
SENSORY ADJUSTMENT
FOR
EFFECTIVE READING (SAFER) PROJECT
FOR THE
ENCINITAS UNION SCHOOL DISTRICT

Education Evaluation Consultants
San Diego State College
August 1973

OS 001 373

TABLE OF CONTENTS

PAGE

COMPONENT I STATISTICAL DATA 3

COMPONENT II DATA FOR UNITED STATES OFFICE OF EDUCATION 7

Cover Page 8

Part I - Staff Development 9

Part II - Extent of Adoption/Adaption 9

Part III - Extent of Participation 12

Part IV - Staff Participation/Higher Education Cooperation 16

Part V - Abstract 19

Part VI - Products Of Project 21

COMPONENT III PROGRAM NARRATIVE REPORT 22

Context

The Locale 23

The School System 24

Needs Assessment 25

Historical Background 26

Program

Scope of the Program 28

Personnel 29

Organizational Details 31

Activities or Services 36

Instructional Equipment and Materials 38

Budget 42

Parent-Community Involvement 43

Special Factors 45

Dissemination 47

Table of Contents (Cont.)

PAGE

Evaluation Narrative

Choosing Participants 48

Describing Participants 50

Measuring Changes 52

Presenting Data 53

Analyzing Data 55

Interim Objectives and Findings 56

Project Objective and Findings 68

Evaluation Data - Appendix 71

Summary of Measurement Data by Grade Level 72

Summary of Objectives Accomplished 76

Summary of Project VS Comparison Group Gains 79

Code List For Identifying Evaluation Measures 82

Appendix 83

The Relationship Between Attendance and Achievement 84

Confirmation Letters 85

COMPONENT IV FINANCIAL REPORT 88

Expenditure Report 89

Inventory of Equipment 91

Project Phases And Per Pupil Costs 92

Claim For Reimbursement 93

APPENDIX 94

Inclass Speech Activity Sheets 95

Test of Phonics Skills 120

COMPONENT I

STATISTICAL DATA

California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Bureau of
Instructional
Program Plannin
and Development

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965
(P.L. 89-10 as amended by P.L. 90-247)

THIS SPACE FOR STATE USE ONLY →	County	DistrictCode	Project #	Type	

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM *(Check one)*
A ☐ INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION
B ☐ APPLICATION FOR CONTINUATION GRANT
C ☒ Project Report

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE ASSIGNED PROJECT NUMBER
#0520

3. MAJOR DESCRIPTION OF PROJECT: *(Check one only)*
A ☒ INNOVATIVE
C ☐ ADAPTIVE
B ☐ EXEMPLARY

4. TYPE(S) OF ACTIVITY *(Check one or more)*
A ☐ PLANNING OF PROGRAM
B ☐ PLANNING OF CONSTRUCTION
C ☐ CONDUCTING PILOT ACTIVITIES
D ☐ OPERATION OF PROGRAM
E ☐ CONSTRUCTING
F ☐ REMODELING

5. PROJECT TITLE *(5 Words or Less)*
Sensory Adjustment For Effective Reading (SAFER)

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. *(See instructions)*

The project mission is to achieve six months more growth in the reading skills of kindergarten and primary pupils in the schools implementing this enriched and individualized program of reading instruction than in schools using the conventional reading program.

ITEM NUMBER 8

7. NAME OF APPLICANT *(Local Education Agency)*
Encinitas Union School District

8. ADDRESS *(Number, Street, City, State, Zip Code)*
185 Union Street, Encinitas, California 92024

9. NAME OF COUNTY
San Diego

10. CONGRESSIONAL DISTRICT
42nd

11. NAME OF PROJECT DIRECTOR
J. Lloyd O'Connell

12. ADDRESS *(Number, Street, City, State, Zip Code)* (Bus.)
910 Melba Road, Encinitas,
California 92024

PHONE NUMBER (Bus.)
753-5252
AREA CODE
714

13. Name of Authorized Agent
Robert L. Brickman, Ph. D

14. ADDRESS *(Number, Street, City, State, Zip Code)* (Bus.)
185 Union Street, Encinitas,
California 92024

PHONE NUMBER (Bus.)
753-1152
AREA CODE
714

15. POSITION OR TITLE
Superintendent

Signature of Authorized Agent

DATE SUBMITTED

SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED

17A. TOTAL NUMBER OF COUNTIES SERVED 1

B. TOTAL NUMBER OF LEA'S SERVED 2

C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED

18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED $ 696.00

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.

		PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A.	Initial Application or Resubmission		July 1970	June 1971	$ 23,669.00
B.	Application for First Continuation Grant		July 1971	June 1972	$ 25,868.00
C.	Application for Second Continuation Grant		July 1972	June 1973	$ 20,200.00
D.	Total Title III Funds				$ 69,737.00
E.	End of Budget Period Report				

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested., Leave blank if not appropriate.*

A *Type of function (Check applicable boxes)*

1 ☐ REMODELING OF FACILITIES
2 ☐ LEASING OF FACILITIES
3 ☐ ACQUISITION OF FACILITIES
4 ☐ CONSTRUCTION OF FACILITIES
5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY

2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS

C AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY $

SECTION C - PROJECT CLASSIFICATION

1. Project Subjects

- 1.1 ☒ - Language Arts (Development)
- 1.2 ☐ - Fine Arts
- 1.3 ☐ - Foreign Language
- 1.4 ☐ - Mathematics
- 1.5 ☐ - Science
- 1.6 ☐ - Social Science, Humanities
- 1.7 ☐ - P.E., Recreation, and Health
- 1.8 ☐ - Vocational Education
- 1.9 ☐ - Other

2. Handicapped Education

- 2.1 ☐ - Mentally Retarded
- 2.2 ☐ - Hard of Hearing
- 2.3 ☐ - Deaf
- 2.4 ☐ - Speech Impaired
- 2.5 ☐ - Visually Handicapped
- 2.6 ☐ - Seriously Emotionally Disturbed
- 2.7 ☐ - Crippled
- 2.8 ☐ - Other Health Impaired

3. Guidance, Counseling, and Testing

- 3.1 ☐ - Counseling with Handicapped
- 3.2 ☐ - Group Guidance Activities
- 3.3 ☐ - Group Counseling
- 3.4 ☐ - Career Guidance and Counseling
- 3.5 ☐ - Counseling with Special Problems
- 3.6 ☐ - Use of Paraprofessionals
- 3.7 ☐ - Parent Conferences
- 3.8 ☐ - Follow-up and Drop-out Studies
- 3.9 ☐ - Inservice Training
- 3.10 ☐ - Use of Community Resources
- 3.11 ☐ - Curriculum Development
- 3.12 ☐ - General Counseling
- 3.13 ☐ - Consultation with Teachers
- 3.14 ☐ - Program Evaluation and Development

4. Grade Levels

- 4.1 ☐ - Preschool (indicate ages 3 or 4) ____________
- 4.2 ☒ - Elementary (indicate grades K-6) K-3
- 4.3 ☐ - Secondary (indicate grades 7-12) ____________
- 4.4 ☐ - Junior College (indicate grades 13-14) ________
- 4.5 ☐ - Adult

5. Is your project an adoption or adaptation of another Title III project? ☐ Yes ☒ No

If yes, name the agency operating the project: ____________________

END OF BUDGET PERIOD REPORT

and

FINAL PROJECT REPORT

ESEA TITLE III

COMPONENT II

DATA FOR U.S. OFFICE OF EDUCATION

COVER PAGE

for Component II

Data for U. S. Office of Education

(To be completed for all projects active for any period between July 1972 - Through June 30, 1973. Agencies having more than one project must prepare a report for each project.)

Enter information for items 1 through 7.

1. #0520
Project No.

2. Sensory Adjustment For Effective Reading
Project Title

3. Encinitas Union School Distri
Local Educational Agency

185 Union Street
Encinitas, CA 92024
Address

4. Robert L. Brickman, Ph. D.
Name of school official responsible for this report

753-1152
Phone No.

5. J. Lloyd O'Connell
Name of Project Director

753-5252
Phone No.

6. The 1972-73 school year has been .....

6.1 ☐ The first year of operation.

6.2 ☐ The second year of operation.

6.3 ☒ The third year of operation.

7. Enter the following ending dates:

Ending date for first year June 30, 1971

Ending date for second year June 30, 1972

Ending date for third and final year June 30, 1973

PART I - STAFF DEVELOPMENT

The report should describe project staff development activities that took place during the period July 1, 1972, through June 30, 1973. If no project staff development activities occurred, write NONE in the first column. Staff development activities are those inservice efforts designed to improve competencies of the staff working full or part-time on the project. Enter the figures in columns two and three.

STAFF DEVELOPMENT ACTIVITIES OF ONE OR MORE DAYS DURATION
1972-73

(1)	(2)	(3) No. of workshops, conferences and seminars held by type of training			
Definition of Staff: (Staff includes all personnel assigned to work on the project full or part time, whether paid by the district or the project.)	Total No. of participants (Unduplicated) in all activities.	Dissemination to spread information about project	Evaluation to appraise progress	Combination of dissemination & evaluation	Other, such as in-service education. Specify (Use back of this page.)
→	✓	8	2	2	51

PART II - EXTENT OF ADOPTION/ADAPTION

1972-1973

The purpose of this section is to find out how many projects are being continued to some extent by the grantee or by other school districts after federal funds have expired.

The report should be limited to projects for which federal funds expired during the period July 1, 1972 through June 30, 1973. If the grantee district expects to continue the project to some extent during the next fiscal year, this should be reported by marking the box. The estimated extent of adoption or adaption by the grantee district should be shown by circling the appropriate percentage figure in the scale.

1. The project is being continued by the grantee in some form after federal funds expired. ☒ Yes ☐ No

2. If the answer is YES, draw a circle around the one figure which best represents your estimate of the degree of adoption/adaption of the project in your school district.

20% 30% 40% 50% [✓ 60%] 70% 80% 90% 100%

BEST COPY AVAILABLE

3. Is the project being adopted or adapted by other school districts?

☒ Yes ☐ No

4. If the answer is YES, list the school districts by name and address:

4.1 Fallbrook Union
P. O. Box 698
Fallbrook, CA 92028

4.2 Coronado Unified
706 Sixth Street
Coronado, CA 92118

4.3 Vista Unified
200 Michigan
Vista, CA 92083

4.4 Poway Unified
13626 Twin Peaks
Poway, CA 92064

4.5 Lemon Grove
8025 Lincoln Street
Lemon Grove, CA 92045

4.6 Julian Union
P. O. Box 337
Julian, CA 92036

4.7 Oceanside Unified
2111 Mission Avenue
Oceanside, CA 92054

4.8

4.9

4.10

4.11

4.12

4.13

4.14

4.15

4.16

4.17

4.18

4.19

4.20

Title III Areas of Influence*

As Project Director and/or after consultation with district or county personnel involved:

1. Name Lloyd O'Connell Title Project Director
2. Name Ted Iufer Title Principal of project school
3. Name Dr. David Ford Title Education Evaluator

Please rank the impact of this ESEA, Title III project on your local educational agency (LEA). Leave blank any items that do not apply and add other categories as desired. Rank items 1 to 7 (or more if you have made additions to the list). Give examples only on items ranked 1 and 2. Number 1 indicates that throughout the LEA the impact was greatest in developing skill areas or additudinal changes in:

Rank** Examples

4 Special project development
Needs assessment, goal setting, planning (writing), implementation, etc.

1 Staff training
Resulting in added skills or attitudinal change

3 Parental involvement in the schools
Bringing parents into more direct contact with school activities

7 Community involvement
Instances of community participation other than parents

5 Evaluation competencies and use of evaluation information

2 Products developed
Have the products developed by the project, i.e., Materials: curriculum guides, AV materials, etc. Methods: individualized instructions, use of aides, etc.: been put to use beyond project requirement? List under examples.

6 Management and accounting procedures
Have the project activities resulted in increased accountability in other learning situations? List under examples.

_____ Other - Please explain

Use this space to give examples of items ranked 1 and 2.

1. Increase knowledge in phonics testing and remediation. Devlopment of classroom management techniques. Instructional aide training in phonics, speech testing, and sprescriptive teaching Language experience approach to reading.
2. Development of Dr. Treadway's Phonics Test, speech therapy activities in Auditory Memory, Visual Memory, Grammatic Closure, Sound Blending. Overhead projector first grade reader transparancies. Parnet and teacher developed learning games
3. Teacher Handbook
4. Use of learning centers to individualize instructi
5. Use of aides to individual ize instruction such as testing and teaching.

---

* As a result of participation in ESEA, Title III endeavors

** Information derived will indicate areas of greatest impact - Number 1 most impact Number 7 (or more) least impact.

PART III - EXTENT OF PARTICIPATION

1972-1973

The purpose of this part of the report is to find out the actual direct or indirect participation of public and private school pupils and adults in the project during the 1972-73 operational period.

Any participation should be reported only once. The count should be based on actual participation during the 1972-73 school year. The numbers are almost certain to be different from those anticipated in the project application.

The United States Office of Education definitions should be applied:

Direct Participation - Enter the number of different persons participating in activities involving face-to-face interaction of pupils and teachers designed to produce learning, in a classroom, a center or mobile unit; or receiving other special services.

Indirect Participation - Enter the number of different persons visiting or viewing exhibits, demonstrations, museum displays; using materials or equipment developed or purchased by the project; attending performances of plays, symphonies, etc.; viewing television instruction in a school, a center, or home; or participating in other similar activities. Carefully prepared estimates are acceptable.

Elementary - For reporting purposes only, consider elementary as being Prekindergarten through Grade 6.

Secondary - For reporting purposes only, consider secondary as being Grades 7 through 12.

Please supply the information requested for the project.

Table A

Number of Public and Nonpublic School Teachers, and Counselors Participating

Schools (a)	Staff whose students were direct participants				Staff whose students were indirect participants			
	Teachers		Counselors		Teachers		Counselors	
	Elementary (b)	Secondary (c)	Elementary (d)	Secondary (e)	Elementary (f)	Secondary (g)	Elementary (h)	Secondary (i)
Public	18	0	0	0	11	0	0	0
Nonpublic	2	0	0	0	1	0	0	0

BEST COPY AVAILABLE

PART III (Continued)

The totals in the following 4 tables must agree one with the other. Also, do not use duplicated figures in the first 4 tables. The target population must be represented by the figures when direct participants are reported. See definitions for direct and indirect in Part III.

Table I

a. Program Select the program of your project. Use "other" category if none apply.	b. Check (✓) program area(s) covered	c. No. of public school students directly participating	d. Amount granted this past year
Reading	x	517	$20,200.00
Environment/Ecology			
Equal Educational Opportunity			
Model Cities (Urban, Inner-City)			
Gifted			
Handicapped			
Guidance and Counseling			
Drug Education			
Early Childhood Education (Kindergarten and below)			
Other Programs			
	Total	517	

Table II

Provide unduplicated counts of students by grade levels. See instructions below:

	a. School Enrollment		b. Direct Project Participants		c. Indirect Project Participants		d.	e.
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic		
Pre K								
K	202	0	120	0	82	0		82
1	214	31	133	31	81	0		11
2	197	29	124	29	73	0		10
3	213	30	140	30	73	0	81	10
4	191							
5	206							
6	208							
7								
8								
9								
10								
11								
12								
Ungraded								
TOTALS	1431	90	517	90	309	0	81	39

Column a. Include the total enrollment in the local educational agency.

Column b. Include only the target population.

Column b. & c. See definitions of direct and indirect for both columns.

Column d. Include an estimate of the number of target population students who have been in the project since its inception. A cumulative total of all years is requested. Provide an unduplicated count; therefore, do not count any student more than once.

Column e. Include an estimate of the number of students within the local educational agency who have not been directly serviced by the project, but would benefit

PART III (Continued)

Table III

Rural/Urban Distribution of Public School, Direct Participants Served by Project - Enter Number of Each Category. See definitions at bottom of page.

Rural		Metropolitan			Total of all Categories
Farm	Non Farm	Low Socio-Economic	Other	Other Urban	
31	486	0	0	0	517

Table IV

Distribution of Public School, Direct Participants by Project - Enter Number of Each Group.

Negro	American Indian	Spanish Surname	Oriental	White	Other Nonwhite	Total of all groups
2	0	103	10	402	0	517

Recap of Totals for Tables I, II, III and IV.

Total of Column c., Table I	517
Total of Column b. (Public School), Table II	517
Total of All Categories, Table III	517
Total of All Groups, Table IV	517

The totals on each line above should agree one with the other.

Definitions:

Rural means an outlying area of less than 2,500 inhabitants.
Low socio-economic means an area of low socio-economic level within a city of 50,000 inhabitants or more.
Other means areas in cities of 50,000 or more inhabitants which are other than low socio-economic areas.
Other Urban means areas (including suburbs) with less than 50,000 but more than 2,500 inhabitants.

BEST COPY AVAILABLE

PART III (Continued)

Table V

Provide Number of Schools in the Project.

	Public	Nonpublic
Elementary	2	1
Secondary	0	0

Table VI

Number of Students Served Directly by Unique Target Populations (Figures may be duplicated

Students (a)	Indians (b)	Migrants (c)	Disadvantaged (d)	Handicapped (e)	Childhood Education (Kgtn.& Below) (f)	Other Target Populations (See note belo (g)
Number of Students	0	0	54	0	120	105

Note for Column (g) check populations included in the number entered above.

78 Children from non-English speaking environment.

5 Neglected and delinquent children.

22 Gifted 0 N.H. 0 EMR 0 Dropouts

0 Other (specify)

16

PART IV - STAFF PARTICIPATION/HIGHER EDUCATION COOPERATION

Table VII

Complete the table below as directed. Compute full time equivalent (F.T.E.) according to the instructions under the table.

Paid staff are district personnel who receive remuneration from Title III funds. Unpaid staff are district personnel who do not receive renumeration from Title III funds but give service to the project. Ungraded classes are included in Other category.

Type of Paid and Unpaid Personnel By Function	Number of Paid Staff Assigned to Project (F.T.E.)	Number of Unpaid Staff Assigned to Project (F.T.E.)
Administrators and/or supervisors		
Teachers		
Prekindergarten	0	0
Kindergarten	4	4
Other elementary 1-6		
Secondary 7-12	0	0
Other	0	0
Subject matter specialists	.07	
Technicians	0	0
Pupil personnel workers		1.1
Health services personnel	1	
Researchers and evaluators	.10	
Planners and developers		
Disseminators		
Other professionals		
Paraprofessional education aides, etc.	4	
Other nonprofessional	0	0

To compute full-time equivalent (F.T.E.), add the total number of hours worked per week by the personnel and divide by the number of hours in your regular full-time work week. For example: If each of four staff members works 20 hours per week, each of two staff members works ten hours per week, and each of ten staff members works full time (assume 40 hours for this example), the total hours worked would be 80 plus 20 plus 400, or 500 hours. This total of 500 hours divided by 40 yields an F.T.E. figure of 12.5.

Table VIII

Complete as directed.

Number of consultants paid by Title III funds 9

Number of consultant days paid for by Title III funds 9.5

BEST COPY AVAILABLE

PART IV (Continued)

Table IX

Complete as directed for the 1972-73 term.

Number of public school professional staff who attended Title III Inservice:

		Estimate Carefully Title III Funds Spent on Training
Orientation sessions up to one week's duration	0	$ 0
Inservice workshops in regular term of one session to four-weeks' duration	26	$ 50.00
Inservice workshops in regular term over four-weeks' duration	0	$ 0
Inservice workshops in summer 1972 one session to four-weeks' duration	19	$ 600.00
Inservice workshops in summer 1972 over four-weeks' duration	0	$ 0
College credit courses - regular term	0	$ 0
College credit courses - summer term	0	$ 0

Number of aides (nonprofessional staff) who attended Title III Inservice:

Inservice workshops in regular term of one session to four-weeks' duration	4	$ 75.00
Inservice workshops in regular term over four-weeks' duration	0	$ 0
Inservice workshops in summer 1972 one session to four-weeks' duration	1	$ 0
Inservice workshops in summer 1972 over four-weeks' duration	0	$ 0
College credit courses - regular term	0	$ 0
College credit courses - summer term	0	$ 0

PART IV (Continued)

Table X

Complete as directed.

Number of nonpublic school professional staff involved in Title III inservice in the 1972-73 term 2.

Table XI

Enter number of teachers, aides, and students involved in a Title III, 1972, summer school designed to provide instruction to students.

Grades	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12
Teachers	0	3	4	3	4									
Aides	One (1) Aide at multi-level													
Students					10									

You and/or members of your Project staff may have worked with higher education personnel during the 1972-73 project year (last year). We are interested in the type (formal and informal), and the extent (cost and hours) of any cooperation. Formal participation refers to services performed with remuneration. Informal participation refers to help without remuneration. Please estimate the cost and number of man-days associated with each of the following:

(a) Identifying and/or developing desirable content or educational procedures to be used (program development).
(1) $850.00 cost; (2) number of man-days: 10 formal and ___ informal

(b) Search for evaluation help, i.e., for instruments or procedures to be used for evaluation.
(1) $3,000.00 cost; (2) number of man-days: 20 formal and 0 informal

(c) Planning and/or implementing staff development programs (inservice training for project staff).
(1) $ 50.00 cost; (2) number of man-days: 1/2da formal and 0 informal

(d) Please indicate any other participation.

none

(1) $ 0 cost; (2) number of man-days: 0 formal and 0 informal

PART V - ABSTRACT

GRANTEE

PROJECT ABSTRACTS (ESEA, Title III)	STATE California	TOTAL PROJECT PERIOD	FROM (Month and year) July 1, 1970	TO (Month and year) June 1973	PROJECT NO. #0520

NOTE: If project involves handicapped children and/or personnel working with handicapped children who are paid from Title III funds, complete the information on the back of this form.

TITLE OF PROJECT Sensory Adjustment For Effective Reading (SAFER)	GRANTEE

PROJECTED FUNDING LEVEL FOR PROJECT PERIOD	19__ $	19__ $	19__ $	19__ $	19__ $	19__ $

TARGET POPULATION 517 Students: K-3; 259 Boys-258 Girls; 20% Mexican-American; 1% Oriental; 79% Caucasian; Low-to-Middle Class Socioeconomic Class

PARAGRAPH DESCRIPTION

The teachers conduct a two hour reading period, one hour with a paid teacher aide and utilizing volunteer aides such as parents and students during the second hour. Language experience is emphasized in the K-1 grade program with dictated and creative writing stories. Speech and phonic diagnosed students are provided experiences in small group or individual sessions with both teacher and teacher aide directing their learning. Audio-visual equipment augments the individualized reading program. Especially at the kindergarten level, the Peabody Language Development Kit is used to augment vocabulary and language experiences.

MAJOR OBJECTIVES

1. To diagnose and treat sensorily deficient kindergarten and primary children.
2. To individualize the kindergarten and primary reading program utilizing sensory information.

ACTIVITIES TO ACHIEVE OBJECTIVES

Screening tests are administered for eyes and hearing. Diagnostic tests are administered for language development, phonic needs, and reading level. These screening tests are administered by an optometrist for eyes and school nurse for hearing. The diagnostic reading and language development tests are administered by the teacher aides who have received inservice and report findings to teachers who direct prescriptive teaching. Parents receive results of all testing and receive training in language experience. Individualized instruction is conducted by the teacher and aide in the classroom through specific language and reading activities, utilizing both personal contact with students as well as reading oriented equipment contact.

EVALUATION STRATEGY

Pre-post test standardized reading scores and gain scores for treatment and comparison groups. Analysis of variance between experimental and control post test results and correlations on speech activities and ITPA pre-post gain scores.

EVALUATION FINDINGS

K-3 screening and diagnostic sensory testing completed successfully and individualization did occur in 77% of classrooms. However, treatment grade level groups did not achieve significantly over control groups in reading at posttesting.

NOT APPLICABLE

BEST COPY AVAILABLE

HANDICAPPED PROJECT PARTICIPATION ONLY – ESEA TITLE III

1. HANDICAPPED CHILDREN SERVED, PERSONNEL PAID, AND IN-SERVICE TRAINING RECEIVED WITH ESEA TITLE III FUNDS

TYPE OF HANDICAPPED CHILDREN SERVED*	NUMBER OF CHILDREN SERVED					FULL-TIME EQUIVALENCE OF PROJECT PERSONNEL PAID WITH TITLE III FUNDS				PERSONNEL RECEIVING IN-SERVICE TRAINING WITH TITLE III FUNDS			
	3-5 YEARS	6-12 YEARS	13-18 YEARS	19 & OVER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL
(a)	*(b)*	*(c)*	*(d)*	*(e)*	*(f)*	*(g)*	*(h)*	*(i)*	*(j)*	*(k)*	*(l)*	*(m)*	*(n)*
(1) TMR													
(2) EMR													
(3) HH													
(4) DEAF													
(5) SI													
(6) VI													
(7) ED													
(8) CR													
(9) LD													
(10) OHI													
(11) TOTAL													

2. NUMBER OF HANDICAPPED CHILDREN SERVED WHO ATTEND NON-PUBLIC SCHOOLS	

3. DISTRIBUTION BY ETHNIC GROUPS

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH SURNAME	WHITE *(Other than Spanish surname)*	OTHER	TOTAL
(a)	*(b)*	*(c)*	*(d)*	*(e)*	*(f)*	*(g)*	*(h)*
Student Participants							

4. CHILDREN RECEIVING SERVICES – DISTRIBUTION BY DEMOGRAPHIC AREA

CATEGORY	NUMBER
(1) Urban Areas *(over 50,000)*	
(2) Rural Areas *(under 2,500)*	
(3) Other Demographic Areas *(from 2,500-50,000)*	
(4) TOTAL *(Sum of lines (1), (2), and (3))*	

INSTRUCTIONS

1. **CHILDREN SERVED** – Enter in the appropriate columns b, c, d, and e an unduplicated count of children served by type of primary handicap *(in public and non-public schools)* and by age group who received direct instructional or related services with Title III funds. This count should include all handicapped children *(1)* who received direct services from personnel paid with Title III funds and/or *(2)* who received substantial benefit as a result of the purchase or projects equipment or the provision of significant in-service training of personnel with Title III funds. Do not include handicapped children who received only incidental services, such as preliminary vision screening or audiological testing, etc. Column f should equal columns b, c, d, and e.

   PROJECT PERSONNEL – Enter in the appropriate columns g, h, and i corresponding with the primary type of handicapped children served a figure representing an unduplicated count of the full-time personnel plus the full-time equivalency of part-time personnel paid from Title III funds. Full-time personnel are those personnel who were assigned to Title III project activities 40 hours or more per week *(or the number of hours in a regular work week, as determined by the State or local education agency)*. They may be school year, summer program, or 12-month personnel. Column j should equal columns g, h, and i.

   IN-SERVICE TRAINING – Enter in the appropriate columns k, l, and m corresponding with primary type of handicapped children served an unduplicated count of all personnel who receive in-service training with Title III funds. Column n should equal columns k, l, and m.

2. **NON-PUBLIC SCHOOLS** – Of the total number of handicapped children served with Title III funds *(1.(11). (f))*, indicate the number who attended non-public schools.

3. **DISTRIBUTION BY ETHNIC GROUPS** – Enter in the appropriate columns b, c, d, e, f, and g an unduplicated count of the handicapped children served with Title III funds by ethnic group membership. Column h should equal columns b, c, d, e, f, and g.

4. **DISTRIBUTION BY DEMOGRAPHIC AREAS** – Self-explanatory.

---

* **TMR** – Trainable Mentally Retarded; **EMR** – Educable Mentally Retarded; **HH** – Hard of Hearing; **SI** – Speech Impaired, **VI** – Visually Impaired, **ED** – Emotionally Disturbed; **CR** – Crippled; **LD** – Learning Disabled; **OHI** – Other Health Impaired

PART VI - PRODUCTS OF PROJECT

	I Product(s) Developed	II Date mailed to Title III	III Annotations		
	Curriculum guides				
X	Teacher guides	To be mailed summer of 1973	SAFER Teacher Guide Project No. 1	Grades K-3	Teacher Guide
	Handbooks of materials, techniques, and procedures				
	Monograph				
	Bibliography				
	Questionnaires - locally developed				
	Evaluation tests				
	Audio tape cassettes				
X	Brochures, newsletters and information sheets		SAFER Class Inventory List Project No. 2	Grades K-3	Information Sheet
	16 mm Films				
	8 mm Films				
	Filmstrips				
X	Instructional workbooks, materials,		SAFER Speech Activities Project No. 3	Grades K-3	Instructional Activity Sheet
X	Tests - locally developed		SAFER Dr. Treadway's Phonics Test Project No. 4	Grades 1-3	Test
	Kits				
	Models				
	Microcards				
	Microfilm				
	Maps				
	Pictures				
	Posters				
	Records				
	Set				
	Slides/tape				
	Viewmasters				
	Video Tape				
	(Other)____________				
	____________				
	____________				
	____________				
	____________				

FINAL PROJECT REPORT

ESEA, TITLE III

COMPONENT III

Program Narrative Report

CONTEXT

The Locale

1. What is the locale of the program?
2. What is the density of the population?
3. What are the population trends?
4. What are the major occupations of people in the locale?
5. What is the unemployment rate or trend?
6. What proportion of families in the locale are receiving welfare assistance?

1. Locale: The school district is located 30 miles north of San Diego. It is a coastal community that is unincorporated with a population of approximately 15,000.

2. Density: Density is approximately 500 per square mile.

3. Population Trends: The North portion of San Diego County is now in the state of growth and within the next five to ten years most of the area between the coast and five miles inland will be very densely populated.

4. Major Occupations: The industrial development near Encinitas is related to computers, atomic reactors, two medical centers, and the University of California at San Diego as well as aircraft and rocket related companies which require highly skilled and professional personnel.

   Since we are also adjacent to the large city of San Diego, many of our local citizens are in service connected fields such as salesmen, insurance, workers indepartment stores, and other such service related companies.

   Encinitas is also a center for flower growing, and the labor force in this industry is primarily Mexican-American and unskilled.

5. Unemployment: 5.2% in San Diego County.

6. Welfare Cases: The proportion of families who are receiving welfare in the district is approximately 8%.

The School System

1. What grade levels do the schools serve?
2. How many pupils are there in the school system? How many schools?
3. Are there any significant trends in the school system in enrollment, withdrawal, or transfer?
4. What is the per pupil cost of education in the school system?
5. What is the recent financial history of the school system?

1. Grade Levels: The school district serves grades K-6. The 7th and 8th grade students are contracted and receive service from the San Dieguito High School District.

2. Enrollments: There are 1560 pupils in the school system who are served in four elementary schools.

3. Enrollment Trends: The district might be considered as a rapidly growing district. Over the past 10 years our growth has been less than 1%; however, we are now growing at the rate of between 10% and 20%.

4. Cost Per Pupil: The rate of per pupil expenditure is $736.00.

5. Financial History: The recent financial history shows that in 1971-72 we had an ADA which represented K-8 of 1865 students and an assessed valuation per ADA of $25,244.00. In 1972-73 our district tax rate was $1.919 and our assessed valuation was $51,721,175.00.

Needs Assessment

1. What was the starting point for needs assessment?
2. How were the specific needs of the pupils identified?
3. What were these specific needs? Which were selected for the program?

1. Early Need Assessment: Teachers and parents, prior to the project development had expressed concern about the dirth of specific reading diagnosis that was available on problem readers. This project was an attempt to correct that situation and place in the hands of parents more accurate information so as to specify prescriptive lessons both inhome and inschool. To intensify the need for a diagnostic prescriptive reading program, it was determined by the analysis of the May 1969 Stanford Reading Test results that our second graders at Ocean Knoll School were showing less than one year's growth in 60% of the children tested. Second graders also showed achievement below Q3 in 57% of the pupils taking the reading test. The principal of Ocean Knoll School had noted several poor readers in the intermediate grades who, after eye evaluation, showed inability to properly see the printed page. Another need was the fact that the district was small, we did not have district staff that was able to institute an inservice reading program to improve the effectiveness of the teachers at the primary reading level.

2. Pupil Needs were identified through two criterion 1) the Stanford Achievement Test results and 2) teacher-parent discussions.

3. Survey of Specific Needs: It was determined that the district needs were the following:

   a. Inservice to improve staff competancies in diagnosis and prescriptive reading;
   b. To test diagnostically pupils in the primary grades for effective eye, hearing, language, and phonetic abilities;
   c. To develop a program to improve the Mexican-American child's effective language and reading ability.
   d. To offer strong reading program for the gifted child.
   e. To establish a multi-media center in order to improve the program for all the students within the school.

   Selected for the program from these identified needs were the following:

   1.0 To diagnose and treat sensorily deficient kindergarten and primary children.
   2.0 To individualize the kindergarten and primary reading program utilizing sensory information.

Historical Background

1. Did the program exist prior to the time period covered in the present report?
2. Is the program a modification of a previously existing program?
3. How did the program originate?
4. If special problems were encountered in gaining acceptance of the program by parents and the community, how were these solved so that the program could be introduced?
5. Provide a brief history of planning. Indicate which planning efforts were successful or were not successful. Describe how non-profit private schools and other agencies were involved in the planning.

1. No. The program did not exist prior to the time period covered in the report.

2. No. This was not a program modification but a program that had not been previously done.

3. See Need Assessment

4. Parents and teachers were interested in trying the program and there were few parent, school, or community problems that had to be overcome. I think one of our biggest concerns was the introduction of the eye screening program.and what reaction we might have within the eye specialists community. To this date I have had one complaint from an adaptive program in another school district which questioned the school district's right to screen and refer the results to the parent. This was resolved through increasing the communication to the parent as regard to the testing procedure.

5. In retrospect I would endeavor to determine more fully the following:

   a. Proven effectiveness of consultants. In the initial year we used five consultants. The reading consultant did not give appropriate inservice to staff and mid-year we had to change. The director of the program should have consulted with the Department of Education, San Diego State College, in order to establish the reading consultant's ability to direct the inservice.

   b. The phasing in of the diagnostic and prescriptive treatment might have been more successful if we had started at the kindergarten level the first year and then had continued to expand the prescriptive treatment and diagnosis into first, second, and third grades. This effort would probably have given us more intensified inservice at each level.

   On the successful side, the following points are:

   a. Where the consultant was well organized, these programs tend to be more successful which was very true with the eye screening and certain phases of the speech or language work. The reading diagnosis and prescription took many months of planning and adjustment.

(over)

The non profit private schools were invited to participate in the inservice programs but did not have any opportunity to help in the planning of the program. The planning aspect was not made possible because of the fact that the director of the program was involved with being a principal as well as writing the project and his effort was fractured between several responsibilities

Other agencies involved in planning were the San Diego Speech and Hearing Clinic and State College Bureau of Educational Services and Research, and San Diego County Optometric Society.

The Speech and Hearing Clinic were interested in doing some research on preschool education at the time, and we felt that the use of a portion of the Illinois Test of Psycholinguistic Abilities might yield helpful support to the reading program. Mrs. Frederieka Zink who, at that time, was a qualified physical therapist was assigned research director and gave quite a bit of time in establishing the administration of the test and activities.

The Bureau of Educational Services and Research gave the director a great deal of time in writing the project and subsequently establishment of objectives and activities.

The San Diego County Optometric Society had previously established a program for schools using the modified clinical eye screening program that was established in Orinda Schools sponsored by University of California School of Optometry. We were fortunate to have the service of Dr. David Davison who earlier had researched this same program for preschool children in the East Bay area.

PROGRAM

Scope of the Program

1. What numbers and kinds of participants were served by the program?
2. What were the specified objectives of the program?

1. The participants were from the first, second, and third grades during the first year of operation. After the first year we included the participants from kindergarten through third. Two schools were involved, Ocean Knoll and Capri; and, therefore, we can consider them as two primary departments. Thenumber of participants were as follows: (This is a combination of Capri and Ocean Knoll K-3 pupils)

   1970-71 - 367
   1971-72 - 500
   1972-73 - 517

2. The specified objectives of the program were:

   1.0 To diagnose and treat sensorally deficient kindergarten and primary children.

   2.0 To individualize the kindergarten and primary reading program using the sensory information.

Personnel

1. What kinds and numbers of personnel were added by the program?
2. What were their most important duties and activities?
3. How much time did each type of personnel devote to these responsibilities?
4. What special qualifications suited personnel to the requirements of their jobs?
5. What special problems were dealt with in recruiting or maintaining staff?

1. Essentially the personnel utilized in this reading project were consultants, teachers, and teacher aides. The number of consultants varied according to the project objectives; however, the consultants were one reading consultant, one eye consultant, one nurse on hearing (not added to the program), one speech consultant, teachers, 8 instructional aides, 2 summer consultants 1971, one consultant teacher aide 1970; and 7 summer consultants for 1972.

2a Reading Consultant: To give inservice in language experience, phonics and phonetic activities, and individual assistance to teachers.

2b Eye Consultant: To train eye screening aides and administer eye screening examination.

2c Nurse: To screen with an audiometer K-3 students and disseminate referrals on hearing tests and eye tests.

2d Speech Consultant: Train speech aides in administration of ITPA test, to supervise language activities inclass by teachers and instructional aides. Improves and adds to speech activities.

2e Teachers:Supervise instructional aides, coordinate appropriate prescriptive activities in relation to diagnosis, and employ individualizing activities in sufficient numbers to motivate children's reading opportunities.

2f Instructional Aides: To administer the ITPA, Phonics, and Frostig Tests. Present activities to target students diagnosed by ITPA Tests and to administer activities in phonics and retest on periodic basis. Employ language experience techniques to develop individual child stories.

2g Teacher Aide Consultant 1970: Was to describe most effective way that staff might utilize a teacher aide and to give inservice to the aides on how to work with individual small groups of children, how to work with the teachers, discipline techniques, and motivational approaches.

2h Summer consultants 1971: Summer 1971 inservice was to give overview to Safer emphasizing language experience, phonic techniques, use of materials, and evaluation and its place in the total project.

2i Summer Consultants 1972: Summer 1972 workshop was intended to offer inservice in approaches to individualiztion within a reading program, enrichment activities related to language experience, and ways to develop increased classroom language experiences through dramatization, story telling, creative filming, and individualized reading games.

3a Reading Consultant:
Eye Consultant:
Nurse:
Speech Consultant:
Teachers: 180 days
Instructional Aides: 180 days (3 hr. days)

Teacher Aide Consultant:
Summer Consul. 1971: 5½ das.
Summer Consul. 1972: 7 - 1/2 da. each

3b Qualifications:

1. Reading Consultant: the consultant for reading was a college instructor teaching elementary reading at California University at San Diego and President of California Language Experience Group as well as lecturer at a variety of reading conferences.
2. Eye Consultant: The consultant for eye screening test was an optometrist who was in general practice and had taken an inservice program on the administration of the modified eye screening program.
3. Nurse: Hearing administrator was the school nurse who possesses a Health and Development Credential and also had received a credential in the administration of hearing tests.
4. Speech: The speech consultant has a degree in speech therapy from Stanford University, was Chief Speech Therapist at Children's Hospital, San Diego and was speech pathologist for San Diego Speech and Hearing Center.
5. Teachers: All staff members have valid California credentials.
6. Instructional Aides: Educational background ranged from high school diploma to graduate of a four year university program.
7. Teacher Aide Consultant: Professor of Education at San Diego State College, Director of Title III Reading Project utilizing teacher aides.

Organizational Details

1. What is the period of time covered by your report?
2. How much of the entire program does this cover?
3. Where were program activities located?
4. What special physical arrangements were used in these locations?
5. What provisions, if any, were made for periodic review of the program?
6. What important decisions were made on the basis of such reviews?
7. What provisions, if any, were made for inservice training?

1. This report covers the past school year 1972-73.
2. This period of time, therefore, covers 1/3 of a three year project which was begun in July of 1970.
3. These program activities have been centered at two elementary schools, Capri and Ocean Knoll, within the Encinitas Union School District, Encinitas, California.
4. The program activities were housed within the target classrooms of kindergarten through third grade, and the only physical arrangements necessary were the addition of a large six foot table for a listening center and a space provided for the teacher aides' phonics and speech therapy activities. Cost of providing the teacher aide space was assumed by the district.
5. Provisions for a periodic review of the program was made by the evaluator who initially provided a review summary to each staff member so that she fully understood what was expected. Feedback was given by the evaluator to the project director who acted upon specific recommendations. These observation periods occurred 9-8-72, 12-1-72, and 5-15-73. We enclose summary reports.
6. Meetings with individual teachers and teacher aides were initiated so that discrepancies were understood by the staff.
7. Inservice training was offered prior to the opening of school over a one and one-half day program. Teachers were also encouraged to make visitations to other schools which were utilizing individualized approach, and the project director planned opportunities to discuss specific project matters with individual teachers.

SUMMARY REPORT
OF THE FIRST SAFER OBSERVATION PERIOD

The following report is a summary of in-classroom observations of the SAFER project which took place at Ocean Knoll and Capri schools from November 16-28, 1972. Several recommendations have been added which should be of assistance to teachers and aides for improved program success.

Classroom observations occurred in 18 rooms:

Kindergarten = 4
First grade = 3
Combination 1st-2nd = 2
Second grade = 4
Third grade = 5

Record Keeping

100% 1. All kindergarten and first grade teachers are maintaining lists of alphabet letters learned by individual students.

64% 2. All first, 3 second and 3 third grades are maintaining phonics sheets and charts.
   a. One aide in a second grade administered the phonics test however scores have not been recorded and follow-up activities are not being given.
   b. The 2 combination 1st-2nd grades are not maintaining phonics records and will not be testing until after the first of the year (1973). One of these teachers has administered a teacher-made phonics test.
   c. One aide in 2 third grade classrooms was absent and her records were not available for observation.

61% **Language Experience Approach**

Kindergarten: 2 using individually as students are ready
1 using as total class experience once a week
1 not using at all

First Grade: not observed in use (2 rooms had pictures and stories posted around room and another had student made LEA books in room)

First-Second Combination: 1 used at first of year but now only with slow students
1 not using at all (slowed down too much at beginning of year due to not enough aide/parent help to continue LEA follow-up)

Second Grade: 1 began individually, now using as total class project
1 uses for class projects and with several individual students
1 began with three students, now not at all
1 not using at all

Third Grade: 1 uses as class project
1 uses individually with three students
3 not using at all (2 teachers stated they were new to the project and unfamiliar with LEA)

Individual Reading Programs Developed

56% 1. Reading groups brought together for a purpose
Kindergarten = 1
First = 2
First-Second = 2
Second = 2
Third = 3

18% 2. Each student reads books individually (Grades 2-3) avoiding basal texts

Second Grade: in 1 classroom 8 students reading from library books with the rest of the class reading half of the time from basal readers and the other half from library books of their choice

Third Grade: two rooms reading from basal texts and library books of students choice with each student reading at own rate

0% 3. No contract systems in use.

28% 4. Level of individualization appropriate for class
Kindergarten = 2 Third = 2
First = 1

56% 5. Student assumes some responsibility for own learning
Kindergarten = 2 Second = 2
First = 2 Third = 4
One first grade room two small reading groups were being directed by individual students reading orally
Two third grades have completely individualized programs for all students
The remainder of classes above students assume responsibility for their own learning after assigned tasks have been completed and/or during free time

67% 6. Students select options among series of alternatives
Kindergarten = 3 Second = 4 (observed taking place during free time)
First = 2 Third = 3

56% 7. Students reading books individually
Kindergarten = 3 Third = 4
Second = 3

17% 8. Teacher holds conferences with individual students Third = 3

72% Teacher directs aide to perform SAFER reading and speech and hearing activities
Kindergarten = 3 (1 aide not in room due to schedule change)
First = 3 (1 aide in one classroom absent)
Second = 4 *
Third = 3 (1 aide in 2 classrooms absent)
Combination 1st-2nd = 2 and*1 second grade utilizing their aide almost entirely reading with individual students or in very small groups

Aide Activities Observed
11% LEA dictation: First = 2
33% Phonics: Kindergarten = 1; Second = 3; Third = 2
50% Speech + Hearing: Kindergarten = 2; First = 2; Second = 3; Third 2
33% Reading with individual students or small groups: 1st-2nd comb = 2; Second = 3; Third = 1
6% Word games: Third = 1
6% Assisting individual students around room on teacher assigned tasks (some non-project tasks): Kindergarten = 1

11% Teacher and Aide weekly evaluate speech and hearing progress
Second = 1 Third = 1 (both daily)

11% Teacher uses speech and hearing information to plan learning activities
First-Second = 1 Third = 1

Materials and Equipment observed in-use

33%	Tape Recorder = 6	17%	Record Player = 3
6%	Overhead Projector = 1	11%	Typewriter = 2 (Teachers')
11%	Filmstrip Projector = 2	22%	Phonics We Use Games = 4
		6%	Classification Game = 1

Activities Observed Related to Specific Grade Levels

Kindergarten:
Administer La Mesa Readiness Test = 1
Utilize Peabody Kit = 1
Utilize LEA sight method to teach basic reading concepts = 1

First Grade:
Uses Metropolitan Readiness Test to diagnose class needs = 2
1 teacher charted but no follow-up
2 teachers stated administration was too late to be of much use to them (1 felt they already knew the students by then and the other felt students had already done a tremendous amount of work and learning previous to administration)
All students reading in graded reading materials
1 teacher using vocabulary acquisition from another techniques other than LEA
Students able to print approximation of any letter by Jan., 1973 = 2
Teaches comprehension skills utilizing 5 methods:
Instruct in use of context clues while using LEA = 0
Utilizes cloze procedures = 0
Asks story related questions based on 6 comprehension categories:
Supporting detail = 1
Sequence = 0
Relationships = 0
Inference = 0
Main idea = 0
Making judgements = 0
Listens to students answers to questions making them aware of other ramifications or specific concepts contained within textured materials which would alter answer = 0
Uses Directed-Reading-Thinking activity as aid to reading comp. =

Second Grade:
Uses LEIR materials in:
Talking = 0
Listening = 0
Reading = 0
Creative Writing = 2
Provides each student with card containing 7 steps = 1

Third Grade:
Teach all phonic skills through individualized activities based on diagnosed need = 2

Recommendations

1. Phonics record keeping needs to be implemented in 3 classrooms at Cap
2. LEA meterials and techniques need to be used more consistently in kindergarten and first grades.
3. Teachers unfamiliar with LEA and those not using LEA need to observe and/or converse with teachers who are for methods, techniques, organization, aide utilization, etc.
4. Teachers interested in individualization need to observe and gain information from those teachers running more individualized rooms.
5. Students need to play a more active role in their own learning other than during free time. This could be accomplished through increased individualization and conferencing individually.
6. Teachers and aides are working too independently of each other in most classrooms. Ideally, according to the program concept, aides are working to aid the teacher in diagnosis towards the goal of individualization. Teacher resistance towards phonics and speech

and hearing record keeping was observed to be due largely to the fact that most teachers do not use this information to plan their own classroom reading activities and are not always very familiar with what the aide is doing in these areas. One way of handling the above would be to hold periodic meetings specifically related to remediating any existing problems and/or to offset possible future problems. These meetings could also be used to increase coordination and sharing of project activities between those teachers already carrying out SAFER activities in their classrooms and those teachers who feel they need additional assistance and information before they can more fully implement SAFER into their classrooms.

Activities or Services

1. What were the main activities (or services) in the program?
2. How were these activities (or services) related to specified program objectives?
3. What methods were used in carrying out each activity (or service)?
4. What was a typical day's or week's schedule of activities for the children (or others) who received the program?
5. How were pupils grouped for the various program activities?
6. What were teacher-pupil ratios (or aid-pupil, or adult-pupil, and so on) in each of these groupings?
7. How did pupils (or others) receive feedback on their individual daily progress?
8. How did parents receive feedback on their child's progress?
9. What amounts and kinds of practice, review, and quiz activities were provided for pupils (or others) in the program?
10. What special provisions were made for motivating pupils (or others)?
11. If a comparison group was used, what were important differences in the activities and methods used in this group and the activities and methods used with the program group?

1, The main activities of the program might be broken down into three
2, areas: 1) evaluation of each student's need which consisted of
4,& clinical eye screening tests, hearing tests, diagnostic phonics
5. tests, and sub-tests from ITPA - visual memory, auditory memory, sound blending, and grammatic closure; 2) individualized instruction activities within each target classroom such as language experience, prescriptive phonics activities, enrichment reading experiences, prescriptive speech therapy activities based on diagnosed needs and language development through use of Peabody Language Kit, cassette materials, and film strips; 3) parent activities such as volunteer instructional aides and inhome speech therapy.

The first main activity of diagnosis of pupils' individual needs was carried out in many different ways; eye screening was administered by Dr. Robert Davison, an optometrist, with the aide of volunteer parents; hearing tests were administered by the school nurse through the use of the audiometer; diagnostic phonics tests were administered by the teacher aide on a pre and post test basis after pupil success with five administered phonic activities; and lastly the ITPA activities were carried on and coordinated by both staff and aides. Activities were presented sequentially and performance was judged on success on each specific activity on an increasing degree of difficulty.

The diagnostic aspect of the main activities was accomplished on an individual basis. Each child was tested separately both for eye, hearing, and diagnostic ITPA as well as phonics. The diagnostic scheduling was carried out during the months of September and October so that early utilization of this information could give us the greatest assistance in providing for the needs of the child. In the diagnostic procedure pupils were taken by grades;for example, in eye screening 15 students were tested on a rotating basis and each child took approximately three minutes. Again the school nurse took the youngsters by grade for hearing tests. In all of the diagnostic work the entire kindergarten grades were diagnosed and only the new students in grades one, two, and three.

The individualization was our second main activity, and this was carried out by prescribing within the classroom structure specific activities which were based upon the diagnostic test administered for phonics and speech therapy. Depending upon the number of needs, the child received a 15 minute instructional period per activity in the area of speech therapy. In phonics the aide worked with the youngsters on an individualized basis, but the teacher was more group oriented in her instructional methods. This latter activity was a daily program for the child. Language experience was emphasized on a daily basis in the kindergarten through dictated stories and continued through grade one with a somewhat reduced time factor because of additional requirements at the first grade level. The enrichment activities occurred on a daily basis; however, the youngsters rotated to interest areas and they did not receive the same treatment each day. Language enrichment was treated on a daily basis.

The third and last main activity of parent participation was stressed during the early part of the year by soliciting parents to provide additional individualization in the classroom through taking dictated stories, directing an oral reading program, and working on making and encouraging game activities within the class. The inhome speech therapy was administered through an orientation meeting whereby no more than six parents were given the opportunity to have an aide or project director describe the diagnostic speech need of their child and the activities to correct the same.

6. In the individualized inclass activities, the maximum grouping would be 1 to 15 with probably 1 to 10 ratio in most instances.

7. The feedback due to the fact that the aide was working on a one-to-one basis with the child was immediate. The teacher's praise was more generalized in her group work although each of the teachers strived to recognize the individual program of the child through behavioral

8. In most instances parents received feedback through parent-teacher conferences or in the case of eye and hearing tests, notices were sent to each child needing sensory adjustment.

9. See above.

10. See above.

11. I have no knowledge.

Instructional Equipment and Materials

1. Were special materials developed or adapted for the program? How and by whom?
2. What other major items of equipment and materials did the program require? In what amounts?
3. How were key aids and materials used in connection with the various program activities?
4. If a comparison is being made between program and nonprogram persons, were there important differences between these groups in kinds and amounts of materials provided, or in methods of use?

1. Special materials developed and adapted for the program were:

a. An augmented activity list developed by Mrs. Frederieka Zink from San Diego Speech and Hearing Clinic on visual and auditory memory, sound blending, and grammatic closure. She not only used these activities but found three other sources and made a composite plus took suggestions from teach aides and teachers to refine the activities. The needs on this particular activity were determined by the teacher aides who administered the screening tests in the above areas.

b. Dr. Treadway's phonics test was a second piece of material that we developed. We used it for determining phonic needs, and we have a second test that is used to determine each child's improvement.

c. A third adapted piece of material is in the vision testing area. San Diego County Optometric Association provided us with forms which we are continuing to use with staff and with parents. This material gives the school data relative to the optometric findings. The parent referral describes these findings and suggests further diagnosis

d. We adapted Dr. Silvaroli's Informal Classroom Reading Inventory and did use this for determing comprehension skills. The inventory was administered by the aide as well as the phonics test.

2. Enclosed is a list of equipment and materials that was utilized in the program.

3. In our materials listing under "Test Materials" these items were all administered in the first of the year to determine student needs. With the exception of the Reading Readiness and the Cooperative Primary Test the instructional aides administered the test. The latter tests were administered by teaching staff.

Speech materials were utilized in the classroom by both aides and teachers. In the majority of cases such as using the Sequence Pictures through Picture Sequence Cards in the list, the material was used in either a very small group or in a one-to-one situation with the child. The Peabody Language Kit was usually handled in the classroom setting with the total class.

The reading materials listed were utilized in various ways. Miami Linguistic Readers were used with youngsters who had difficulty in

English and were primarily Mexican extraction. The Encyclopedia Britanica materials were used to motivate creative writing situations in the classroom by the teacher and gave assistance to the teacher with oral language improvement.

The Wise Owl Series was used to give the child graded materials so as to not overly challenge the youngsters in his vocabulary reinforcement reading. This is also true with the Beginning Reading Series by Dr. Seus and the Scholastic Paperback Series. These materials were housed in classroom sets and used by each project classroom teacher.

"Phonics We Use," a kit of phonics games was used as a free-time activity during the reading period as an individualizing approach and was used to specifically help youngsters with specific phonics needs as previously diagnosed. Teachers and parents would develop classroom phonics games to continue this reading individualizing.

Student Folders were used to maintain language experience stories and vocabulary words with each child which helped increase the child's sight vocabulary and experiences with word and phonics development.

3-M Wallensak tapes were placed in each building and were used on a need basis by the project staff.

The audio-visual equipment purchased was used to individualize the reading program within each classroom. The overhead projector was used for vocabulary development for use with the State Series in Reading which were placed on transparancies. The Cassette Tape Recorders were placed in each project classroom, and the teachers had three sets of materials to individualize. One was Sights and Sounds, a series of books and tapes emphasizing a literature approach. Book Bags was a set of again stories on tapes with the books. Teachers had blank tapes and used many of their Scholastic paperbacks placing the stories on the tapes narrated by staff as an augmentation to the reading/listening program. Match and Check is a vocabulary development program for the kindergarten and used by each project teacher at the kindergarten level. Alphabet Stepping Stones was purchased as an opportunity for children to practice their initial alphabet. Film Strip Projectors were placed in each classroom as an individualizing approach for reading and teachers used this as a learning center for stories or film strips and other such areas that students might show interest in. The Primary Typewriter was utilized by staff to develop creative stories that were intended for book production. The Listening Table was used as a classroom center for the tape recorder and headsets as a listening area.

4. Yes, there was differences. The control schools did not have the added materials or equipment for individualizing nor did they have the opportunity for inservice to the extent that the experimental schools received. I feel that the experimental schools provided more testing and more individualization with regard to pupil need.

ENCINITAS UNION SCHOOL DISTRICT
Encinitas, California

SAFER PROJECT

Equipment and Material Inventory:

Speech Materials

Peabody Language Development Kit
Sequence Pictures
Association Pictures
Spatial Relationship Cards
Auditory-Familiar Sounds
Pre-Writing Design Cards
Color Blocks
⌿ Picture Sequence Cards

Test Materials

Informal Reading Inventory (Silvaroli)
Phonics Test (Dr. Gerald Treadway)
Perception Test (Dr. Marianne Frostig)
Templin-Darley Articulation Test
Illinois Test of Psycholinguistic Abilities
(Grammatic Closure, Auditory Closure, Auditory Memory,
Visual Memory, Sound Blending)
Metropolitan Readiness Test (First Grade)
Cooperative Primary Reading Test (Second and Third Grade)
Apell Test (Kindergarten)

Reading Materials

⌿ Miami Linguistic Readers
13 Titles - 5 copies/title
13 Manuals
Encyclopedia Britannica
Early Childhood Language Development Guide
Language Experiences In Reading (Level I or 2)
Wise Owl Books - Kin/der Owl, etc.
Rhineholt & Winston
Phonics We Use - Learning Games Kit
Lyons & Carnahan
Beginning Reader Series - Dr. Seus
Cat In The Hat
Cat In The Hat Comes Back
Horton Hatches The Egg
Horton Hears A Who!
And To Think That I Saw It On Mulberry Street
How The Grinch Stole Christmas
If I Ran The Circus
If I Ran The Zoo

# Available Inclass
⌿ Available In Building

Equipment and Material Inventory (cont)

# Scholastic Paperback Series
    Picture Story Books
    Easy-To-Read Titles
    Favorites Old and New
    Fiction Titles
⌿ 3M Wallensak Cassette Tapes
⌿ Book Bags - 14 sets total
⌿ Sights and Sounds
Match and Check - Kindergarten
Alphabet Stepping Stones - Kindergarten
⌿ Primer and Pre-Primer Overhead Transparancies
Student Folders

Individualizing Audio-Visual Equipment

# Cassette Tape Recorder
Headsets (8 stations)
Executive Filmstrip Projector
Overhead Projector
⌿ Primary Typewriter (2)
Listening Station (1 table per classroom)
Cassette Tapes

Available Inclass
⌿ Available In Building

Budget

1. From what sources were program funds obtained?
2. What was the total cost of the program?
3. What period of time was covered by these funds?
4. What is the per pupil cost of the program? What was the formula for computing this figure?
5. How does the per pupil cost of the program compare with the normal per pupil cost of the schools in the program?
6. Where can the reader get more detailed budget information?
7. Of the total cost of the program, give rough dollar estimates of developmental costs, implementation costs and operational costs.
8. Give the costs for the entire project period by budget categories (i.e., professional salaries, contracted services, etc.).

1. Funds were obtained through the ESEA, Title III, Program.

2. Total cost of the program was $69,737.00.

3. Period of time covered was July 1, 1970 through June 30, 1973.

4. Per pupil cost of the program was $23.90. Per pupil costs under Developmental Costs, Implementation Costs, and Operational Costs for the entire three years were added together and divided by three (3) to obtain the overall per pupil cost of the entire program.

5. Normal per pupil cost in the district is $696.00. with the program per pupil cost approximately .0035 per cent of the total district per pupil cost.

6. More detailed budget information can be had from Mr. Lloyd O'Connell, Project Director.

7. Developmental Costs $8,080.00; Implementation Costs $19,072.00; and Operational Costs $42,585.00.

8. Entire costs by budget categories include:

Professional	$ 4,003.00
NonProfessional	28,315.00
Contracted Services	20,023.00
Materials and Supplies	6,999.00
Travel	1,038.00
Equipment	9,283.00
Other	76.00
Totals	69,737.00

Parent-Community Involvement

1. What role, if any, did parents have in the program?
2. Were meetings held with parents? Why? How often?
3. What role, if any, did various community groups have in the program?
4. How was the community kept informed?
5. If problems with parents or the community affected the program, what steps, if any, were taken to remedy the situation?

1. Parents were used in several ways:

   a) As volunteer aides in the classrooms helping youngsters in additional reading circles, taking dictated stories, working with phonic needs, and assiting teachers in making phonic games.

   b) Doing inhome speech therapy activities using materials provided by the school and seeking further diagnostic evaluation in regard to their child's eye and hearing screening recommendations.

2. Several meetings were held with parents to evaluate the program and make recommendations for change. Meetings were not held with parents on a regular basis. At the first of the year those parents whose children were identified as needing inhome speech therapy came for an orientation program once. We had one evaluation meeting.

3. The San Diego Speech and Hearing Clinic was vitally concerned about the research results on the speech activities. Their intent was to utilize this material to augment their pre-school program. They loaned us Mrs. Frederieka Zink who trained our staff in administering and processing the activities with reference to visual and auditory memory, grammatic closure, and sound blending. She also gave us feedback on how effectively the inclass activities were being carried on.

   The San Diego Optometric Society worked very closely with us in administering eye screening tests, trained the optometrist in the Modified Clinical Eye Screening Approach,and continued to give us supportive help.

   California University at San Diego worked closely with us on two aspects of the program: 1) evaluation and 2) cooperating in supplying a reading specialist to provide for inservice and extention of our inclass activities. The University also coordinated a college credit program on reading.

4. Articles appeared in the local paper concerning the program, the parents were informed of their child's needs through contact by the nurse, and the results and progress of the children were made known through parent-teacher conferences. An evaluation report was given to the local school board by the evaluator in July of each year of the program. The project director made oral presentations to parent groups, and articles were written that informed parents about aspects of the program. These articles appeared in the school Parent Teacher Association Newsette.

over

5. We had no problems with parents and, therefore, our program was implemented along the lines that were planned.

Special Factors

For use of potential adopters of the program:

1. What modifications of the program are possible?
2. What are the suggested steps in adopting this program?
3. What are some things others should avoid in adopting this program?
4. Can the program be phased in, beginning on a small scale? How?
5. Can parts of the program be adopted without taking the whole program? What parts?

1. The program may be adapted in parts; for example, school districts in their educationally handicapped programs could use the speech therapy part which covers auditory and visual memory, sound blending, and grammatic closure. The same program could be used on a need basis within a normal classroom if the child was lacking in grammatic abilities or one of the modalities of visual or auditory learning style.

   The eye screening has been adapted by many San Diego County schools, and this takes the local or county effort of the Optometric group. The optometrist must be interested and be willing to train their members in this approach. The research is from the University of California, School of Optometry, Modified Clinical Eye Screening Program from the Orinda Program of 1957.

   The phonics program can be taken in total if the district is willing to support followup activities that would meet the particular needs of the child. This could be done through phonic game construction or commercial purchases.

   The hearing or sensory aspect of our screening was accomplished through the use of an audiometer and a certified school nurse. This would simply require additional training by the nurse and the purchase of the audiometer instrument.

   The equipment and materials for individualizing may be purchased as one aspect of providing an enriched reading experience for children either in a multi-learning center or classroom setting.

2. See above

3. In the speech therapy aspect, I would avoid the use of certified personnel in giving the tests and would train classified personnel thereby reducing the cost of administration of the tests. The phonics test can receive greater useage by training a classified person to administer the test since the teacher does not have the time and sometimes the energy to do a complete classroom survey. On the eye screening program I would be careful not to say that the test was diagnostic and the term "screening only" should be used. It might be a good idea to discuss the screening program with both the local optometrist as well as the local oculists. It might be pointed out to both parties that in the original study, optometrists and oculists were involved. On the inhome speech therapy activities we found that we did not meet all the parents whose children needed assistance, and a more personal approach would probably improve the program.

over

We would recommend that the instructional aide who would be working with the child might be instructed to make the home contact and to relate her inclass activities to inhome program. This could be followed up by a special orientation program on inhome activities.

4. The programcan be phased in, and I would say the best place to start would be kindergarten. For example, the eye screening could be started in kindergarten the first year, and then the second year again test the kindergarten students and any new students in the first grade who did not receive the eye screening in kindergarten the first year. The same procedure would follow the third year, but then pick up new first and second graders and so forth. This could be done with the speech therapy activities using the aides at the levels that you want to incorporate as well as with the phonics activities. We had our aides work for three hours per day and used them in each class for a one hour block. Teachers, therefore, arranged their reading programs on the basis of the scheduled aide's time.

5. Any part of theprogram can be adopted, and the total program need not be taken in order to have any one phase be successful.

Dissemination

Discuss how project information was disseminated during the past budget period.

1. Provide an estimate of the number of unsolicited requests for information from both within and outside the project area.
2. List the number of visitors from outside the project area.
3. Provide the cost of dissemination during the last budget period.
4. Provide the total cost of dissemination including prior budget periods (if possible).

1. The unsolicited requests for information came from two sources; a) letters - we probably received one half dozen inquiries and did send letters to the people requesting information and b) telephone calls - I received a total of four calls over the year.

2. Visitors from outside the project was one consultant from Sacramento in reading research.

3. & 4. Cost of dissemination was assumed by the district and probably ran about $12.00. Cost of total dissemination for the entire project budget period was

EVALUATION NARRATIVE

Choosing Participants

1. Choosing Participants

Program participants consisted of all kindergarten through third grade teachers and students at Ocean Knoll and Capri Elementary schools. In addition, eight SAFER aides were hired as program participants.

2. Choosing Comparison Group

The comparison group consisted of all kindergarten through third grade teachers and students at Central and Pacific View Elementary schools. It should be noted here that the one kindergarten teacher at Pacific View was a target teacher during 1970-71 and 1971-72.

3. Participants Involved in Other Programs

31 (10%) students at Ocean Knoll were involved in Title I for reading and math.

4. Participants Leaving Program

& Program participants leaving the program :

5.

	K	1	2	3	TOT
No. students	17	12	9	15	53

It should be noted here that 20 kindergarten to third grade students transferred from Ocean Knoll to Capri in the middle of the school year and four project participants transferred into control schools.

6. Participants Added

102 new students were admitted into the two target schools throughout the school year. These new students all received the SAFER reading program but they did not receive the speech and hearing testing and activities.

Two additional teachers (1 first-second grade and 1 third-fourth grade) were hired at Capri in January, 1973.

7. Participants With Poor Attendance

None

8. Participants Attend Voluntarily

Program participants did not attend voluntarily. SAFER teacher and parent aides volunteered for program participation.

9. Evaluation Group Portion of Program Group

Reading: The evaluation group consisted of all kindergarten through third grade students and teachers in the two treatment schools.

Vision, hearing and speech: The evaluation group consisted of kindergarten students, new first through third grade students and students needing retesting from last year, 1971-72, who were diagnosed as deficient in one or more screening areas.

Describing Participants

1. Participants Receiving Program

All student participants received the reading and diagnostic-phonics remediation programs. Those kindergarten, new first-third grades and first-third grade students with diagnosed deficiencies from 1971-72 who fell below the selection criteria scale score on the ITPA received inclass speech activities. The exception was eight Spanish speaking children and nineteen Title I students at Ocean Knoll who did not receive grammatical closure activities.

2. Number, Age and Sex of Participants Receiving Program

to Students receiving reading program (pre-post) :

4. GRADE LEVEL

Table 1

	K		1		2		3		TOT
	B	G	B	G	B	G	B	G	
OCEAN KNOLL	40	30	40	33	43	40	32	41	299
CAPRI	10	16	31	20	17	15	31	30	170
Total	96		124		115		134		469

A total of 244 or 52% of the target participants were boys and 225 or 48% were girls.

Students receiving Speech Activities in one or more areas :

GRADE LEVEL

Table 2

	K		1		2		3		TOT
	B	G	B	G	B	G	B	G	
OCEAN KNOLL	11	11	9	6	4	10	7	8	66
CAPRI	1	2	4	7	4	1	1	3	23
Total	25		26		19		19		89

Eighteen speech deficient students did not receive remediation activities due to the fact that they were either involved in Title I or primarily Spanish speaking children. Five kindergarten students did not receive speech activities due to a clerical error.

Hearing :

422 target students (344 at Ocean Knoll and 78 at Capri) and 274 control students (163 at Central and 111 at Pacific View) received hearing screening. 48 (11%) target students and 20 (7%) control failed initial screening. A recheck was made and found 13 (3%) target students and 9 (3%) control students needing further examination. Four target and two control deficiencies were known about prior to screening.

Vision :

398 target and control students, including St. Johns School, received vision screening. 38 (10%) students failed (14 at Ocean Knoll, 6 at Capri, 7 at Central, 8 at Pacific View and 3 at St. Johns School), and 22 (6%) were considered borderline to be rechecked next year.

5. Achievement Scores

Pretest standardized reading test scores were available on all students. ITPA results were available on all kindergarten, new first-third grade students, and students found to be deficient at post-testing last year, 1972.

6. Special Characteristics

28% of the target population have Spanish surnames.

Measuring Changes

1. Measures Applied

Reading : Apell Test (K)
Metropolitan Reading Readiness Test (1-Pre)
Cooperative Primary Test (1-Post, 2 and 3)

Speech, Illinois Test of Psycholingustics :
Auditory closure, grammatical closure, auditory memory, visual memory and sound blending (K and new 1-3 students)

Visual : Modified Clinical Approach Screening (K and new 1-3 students)

Hearing : Hearing Screening (K and new 1-3 students)

Phonics : Phonics Test (1-3)

2. Measures Matched to Objectives

Standardized test measures are those used by the District and the State in the District test program. All other tests utilized were recommended by specialists to diagnose deficiency areas.

3. Measures Matched to Pupils' Capabilities

Appropriate level standardized tests were administered at each grade level.

4. Observers

The observer, in her second year, was trained by the project evaluator. She attended the inservice workshop and had numerous discussions with the Project Director.

5. Testings

Standardized pre-post testing was in October and May, a time lapse of eight months. Vision screening was conducted during October and hearing screening was conducted throughout the school year.

Presenting Data

1. Data Obtained

Reading : K - raw scores (only available)
1 Pre-%iles, 1 Post - grade equivalent scores (%iles not compatable with Pre test)
2 and 3 - grade equivalent scores

Speech : Scale scores and percentage of activites completed

Vision and Hearing : number of corrections

Phonics : incomplete data

Classroom Observations : degree of individualization

2. Measures of Central Tendency

Means

3. Measures of Dispersion

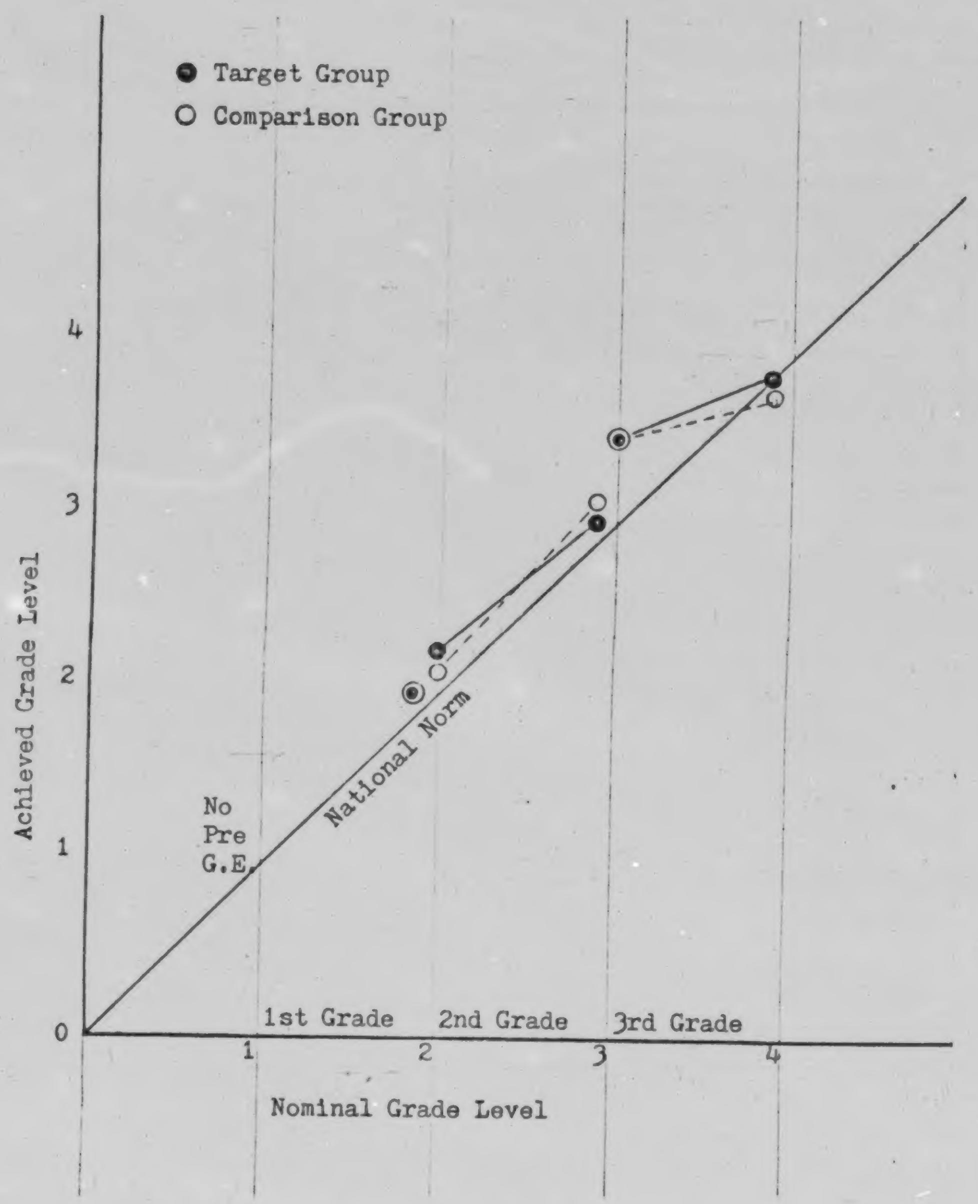
Standard deviations.

4. Graphs and/or Tables

Table 3 following graphically represents target and comparison grade level reading gains. All other tables appear throughout the evaluation section.

Table 3

PRE-POST READING GRADE EQUIVALENT RESULTS FOR TARGET AND COMPARISON GRADE LEVELS



Analyzing Data

1. Data Analysis

Reading: Post test analysis of variance between target and comparison groups for each grade level.

Speech: Correlation between the degree prescription was followed and gain on disability measure (ITPA subtest gains).

Reading and attendance: Contingency correlation between attendance and standardized achievement reading gain.

2. Basis for Judging the Progress of the Program Group

Success of the program group in comparison with the control group.

3. Comparisons Drawn from Subsamples

Comparisons were drawn by correlating the degree prescription was followed and gains on reading achievement tests.

4. Evidence That Those Who Attended More Gained More From The Program

None (Note Appendix : The Relationship between Attendance and Achievement)

Interim Objectives and Findings

Two sections have been used to report interim objectives and their findings:

I. Only reports the findings of objectives 1.0 and 2.0.

II. Reports the major functions carried out under 1.0 and 2.0 (in table format).

I. Interim Objective and Findings

1. Interim Objectives

1.0 To diagnose and treat sensorily deficient kindergarten and primary children.

2.0 To individualize the kindergarten and primary reading program utilizing sensory information.

2. Findings

1.0 Eye Screening.

The optometrist was rehired and trained three parent aides who assisted in administering eye screening (note confirmation letter in Appendix). The school nurse reported results to parents and reported follow-up home referrals.

Table 4 RESULTS OF VISION SCREENING REFERRALS

Total number of target and control students screened : 398

		K	1	2	3	Total
Vision Screening Referrals	Target	7	4	5	4	20
	Control	6	5	3	1	15
Vision corrections or under doctor's care	Target	4	4	5	4	17
	Control	4	4	3	1	12
Non-correction	Target	3	0	0	0	3
	Control	2*	1	0	0	3

* To be checked during the summer

85% of target and 80% of control students either had vision corrections or are presently under a doctor's care.

Hearing Screening

The school nurse screened 422 target and 274 control students, reporting the following results :

Table 5 RESULTS OF HEARING SCREENING

Total number of target and control students screened : 696

		K	1	2	3	Total
Hearing Screening Referrals	Target	20	7	9	12	48
	Control	9	7	3	2	21
Students failing recheck	Target	6	3	2	2	13
	Control	5	1	3	0	9

3% of target and 3% of control students upon re-examination were found to have hearing deficiencies which were reported to parents and teachers.

Speech Screening

The speech pathologist was rehired and trained four parent aides to administer speech screening tests (note confirmation letter in Appendix).

All target kindergarten, new first through third grade students and students found to be deficient at the end of the last year (1971-72) were administered five subtests of the Illinois Test of Psycholinguistics Auditory Closure (AC), Auditory Memory (AM), Grammatical Closure (GC), Sound Blending (SB), and Visual Memory (VM).

Table 6

NUMBER OF K-3 STUDENTS FOUND DEFICIENT AS A RESULT OF PRE SPEECH SCREENING

		No. Screened	No. found Deficient	Art	AM	AC	VM	GC	SB
New students	K	122	42 (34%)	2	12	8	24	19	7
	1	43	18 (41%)	0	4	12	9	5	2
	2	39	12 (30%)	0	3	6	5	5	1
	3	38	10 (26%)	0	0	5	2	5	0
	Total	242	82 (33%)	2	19	31	40	34	10
Retested Students	1	19	13 (68%)	2	6	3	1	9	0
	2	20	14 (70%)	0	3	4	1	12	0
	3	17	10 (58%)	0	2	1	1	7	0
	Total	56	37 (66%)	2	11	8	3	28	0

Table 7

%age OF STUDENTS MEETING CRITERIA AT POSTTESTING

Grade	AM	AC	VM	GC	SB
1	75	67	83	37	100
2	33	80	60	9	-
3	100	75	0	10	-
Total	67	71	57	17	100

A total of 242 K-3 new students and 56 1-3 students retested as a result of having diagnosed deficiencies at posttesting last year (1971-72) were administered the ITPA. Those 82 (33%) new and 37 (66%) retested students found to be deficient in one or more areas received speech activities administered by SAFER aides. Percentage of students meeting criteria, a scale score of 30 or above on the ITPA, are noted in Table 7 . Kindergarten students also received speech activities; however, the majority of the activity sheets were misplaced and not available at this time.

Twelve Title I and Spanish speaking students did not receive activities. It should be noted 32% of new students tested and 75% of retested students had Spanish surnames, making a total of 46% Spanish surname students with speech deficiencies.

Mean pre-post ITPA subtest scores are recorded in Table 8.

Table 8

MEAN PRE-POST ITPA RESULTS

	A M			A C			V M			G C			S B		
	N	Pre	Post	N	Pre	Post	N	Pre	Post	N	Pre	Post	N	Pre	Post
K	10	27.2	26.4	5	26.6	23.6	18	26.1	32.3*	13	25.0	27.9	4	25.8	39.5*
1	10	27.2	30.2*	12	23.3	30.2*	8	25.8	34.4*	14	21.4	24.1	2	27.5	33.5*
2	4	27.5	30.3*	7	27.0	32.7*	4	26.5	33.6*	14	19.2	18.5	-	-	-
3	2	28.5	28.5	5	26.2	33.2*	3	21.7	29.0	10	19.6	21.3	-	-	-

* Successfully met criteria : scale score 30 or above

The results in Table 8 represents mean scores for all pre-post administered, not excluding those students who did not receive activities.

Correlations were made between the percent of activities completed successfully and post test ITPA disability scores (Note Table 9). No relationship was found between the percent of prescribed exercises completed and post test disability scores. This being the case no purpose could be served by co-varying the number of activities to determine their effect on reading achievement as described in the proposal.

In-home speech correction: Six meetings, one at Capri and five at Ocean Knoll, were held for all parents whose children were diagnosed with speech deficiencies. No parents appeared at Capri, possibly due to a very rainy night, and one out of six parents notified appeared at Ocean Knoll. One parent log sheet was returned.

Table 9

CORRELATIONS BETWEEN ACTIVITY AND POST TREATMENT DISABILITY SCORES

Activity	Group Size	Correlation
Articulation	*	
Auditory Memory	14	-0.2800
Auditory Closure	20	-0.0051
Visual Memory	16	-0.0984
Grammatical Closure	29	0.3271
Sound Blending	*	

* No pupil completed activities, however were administered pre and post subtests in deficiency area(s).

2.0 Individualization occurred in a variety of ways in 14 our of 18 (77%) classrooms. Where "individualization" was never defined in terms of the SAFER project and each teacher was left to define in her own way how she would individualize her reading program, the following breakdown represents the observation findings :

Kindergarten : 2 our of 4 (50%) teachers successfully carried out the SAFER program using LEA as specified in the proposal with individual students as they were ready.

First Grade : 3 our of 5 (60%) teachers used LEA. Reading organization (1) 5 flexible groups with 1 student reading individually in library books; (2) students reading individually and in partner reading, 3 groups for skill work only; (3) individually and in pairs of two; (4) and (5) students reading in small groups of 4 to 6 students based on ability.

Second Grade : 3 out of 4 (75%) teachers used LEA with individual students at the beginning of the year. Reading organization (1) 3 reading groups; (2) 4 ability groups with teacher listening to each student read orally from basal reader; (3) 6 skill groups reading half in basal texts and half in library books; (4) 6 groups in basal texts.

Third Grade : 1 out of 5 (20%) teachers used LEA with Title I students and as class projects. Reading Organization (1) 3 groups with 1 group reading individually at own rate; (2) 7 students reading individually, rest in groups of 6 to 8 students; (3) (4) (5) students reading in basal texts and library books at own rate.

3. Success or Failure

1.0 Speech, hearing and vision diagnosis was successful. Eye treatment follow-up was 85% successful and hearing rechecks were 97% successful. Speech treatment was successful in part.

2.0 Classroom-individualization was successful in part.

4. Generalized Findings

1.0 and 2.0 Adequate and consistent consultant training and follow-up demonstration training can be invaluable in insuring greater project success.

5. Causative Factors

1.0 With the exception of two speech workshops at both target schools and two follow-up observations, aides had no further contact with the speech consultant. Aides at Capri were mostly new and needed more consistent supervision.

2.0 Although 77% of SAFER reading programs were individalized in one form or another, no reading consultant was hired to maintain and to strengthen the SAFER program. Six (33%) teachers were new to the program in September and two teachers were hired at Capri in January, requiring additional training and assistance in setting up their reading programs using SAFER methodology and materials.

The term individualization was not defined specifically for this project, resulting in programs being slightly individualized to completely individualized without uniform SAFER guidelines. Speech and phonics activities were primarily administered individually or in small groups of two to four students, however, SAFER aides carried out these activities. Teachers directed aides in these activities and a variety of other reading activities, with the exception of two teachers did aides and teachers work together utilizing all information available to assist the individual student.

6. Unanticipated Findings

None

II. Interim Objectives and Findings

Interim Objectives	Findings	Success or Failure	Generalization of findings	Causative Factors for Unmet Objectives	Important Findings
1.1 Select an optometrist	An optometrist was selected (2nd year of project	Successful			
1.2 Select 3 parent aides for eye screening	3 parent aides were selected	Successful			
1.3 Train parent aides in administering eye screening	Optometrist trained parent aides	Successful			
1.4 Screen kindergarten and new primary students for visual deficiencies	398 students were screened with 5% of the target group and 5% of the comparison group found to be deficient	Successful			
1.5 Select speech pathologist	Speech pathologist was selected (3rd year of project participation)	Successful			
1.6 Select aides for speech screening and remediation	Eight parent aides were hired (3 aides were in their 3rd year of participation and 4 were in their 2nd year)	Successful			

Interim Objectives	Findings	Success or Failure	Generalization of findings	Causative Factors for Unmet Objectives	Important Findings
1.7 Train parent aides to administer articulation and psycholinguistic	4 parent aides were trained by the speech pathologist	Successful			
1.8 Screen kindergarten and new students for speech and hearing deficiencies	Speech : 173 students were screened with 127 (52%) found to be deficient in one or more areas. Hearing : 696 target and control students were screened by the school nurse with 48 (11%) target students failing the initial screening and 13 (3%) failing the recheck. 20 (7%) control students failed initial screening and 9 (3%) the recheck.	Successful			
1.9 Conduct teacher and aide speech correction workshop	The speech pathologist conducted workshop - two at each target school	Successful			
1.10 Continue purchase of additional materials necessary for continuation of sensory remediation program	Materials were purchased	Successful			

Interim Objectives	Findings	Success or Failure	Generalization of findings	Causative Factors for Unmet Objectives	Important Findings
1.11 Conduct inclass and inhome speech correction activities	Inclass : Aides conducted speech activities in the classroom	Successful in part	Aides trained and experienced over a period of 3 years with direct teacher, consultant and Project Director supervision became more competent	Aides at Capri needed more consistent supervision and teacher SAFER support	
	Inhome : 6 parent meetings were held	Unsuccessful			
2.1 Employ reading consultant	No reading consultant was employed	Unsuccessful		The Project Director felt that sufficient input had already been made. The 3rd year was now simply a follow-through operation to maintain procedures already established	
2.2 Purchase and lease necessary individualized reading materials	All materials were received	Successful	A wide variety of materials at multiple levels are necessary to individualization		

	Interim Objectives	Findings	Success or Failure	Generalization of Findings	Causative Factors for Unmet Objectives	Important Findings
2.3	Identify performance objectives of project with specific reading materials purchased and already available to teachers in three day workshop (9/6-8/72)	A $1\frac{1}{2}$ day preschool workshop was conducted with a number of outside educators speaking on a variety of reading areas (8/31 and 9/1/72)	Unsuccessful		Performance objectives were not identified with reading materials available to SAFER teachers	
2.4	Provide inservice individualization training workshop of teachers and aides (9/6-8/72)	A $1\frac{1}{2}$ day preschool workshop was held. Note 2.3 (8/31 and 9/1/72)	Unsuccessful		Approximately 1/3rd of the workshop time was spent discussing individualization	
2.5	Reading consultant demonstrates individualization techniques for teachers and aides.	Consultant observations, demonstrations, instruction and follow-up individualization observations were not carried out. However, 1-3 teachers at Ocean Knoll each made two $\frac{1}{2}$ day visits to individualized classrooms in country and city schools	Unsuccessful		No reading consultant was employed	
2.6	Provide an individualized reading program	(a) All students were diagnosed but not all teachers used SAFER prescribed activities			The term individualization was not operationalized for this project in terms of specific activities	

Interim Objectives	Findings	Success or Failure	Generalization of findings	Causative Factors for Unmet Objectives	Important Findings
2.6 Continued	(b) Not all teachers utilized individual learning materials, techniques and equipment (c) Teachers did not use speech-hearing diagnostic information to plan learning activities	Successful in part		A reading consultant was not available to remediate teacher problems and to strengthen individualized techniques begun in some classrooms	
2.7 Continue employment of project secretary	Project secretary was employed	Successful			
2.8 Purchase and lease equipment and supplies	IBM electric typewriter and tests were received	Successful			

Project Objective and Findings

1. Project Objective

The project mission is to achieve six months more growth in the reading skills of kindergarten and primary pupils in the schools implementing this enriched and individualized program of reading instruction than in schools using the conventional reading program.

2. Findings

Post test differences between control and experimental groups (schools by treatment collapsing factor A - schools) showed no significant difference between the two groups.

Table 10

RESULTS OF POST TEST DIFFERENCES BETWEEN TREATMENT AND COMPARISON SCHOOLS

Grade	F results	Significance
K	(complete results obtained from only 1 control class)	
1	3.06850	Non-significant
2	0.07745	Non-significant
3	1.08950	Non-significant

At each grade level the combined target-control sample approximated 200 pupils. F(1,200) .05 = 3.89. Thus, for the three grades where complete data were obtained differences between the target and control groups on the post tests were within chance levels and are unlikely to represent trends or other real differences.

Table 11 records individual classroom gains at each grade level for target and control schools. The two groups gain scores from October to May roughly resemble each other showing little or no differences between the two groups. First grade test scores are reported separately for two different tests were administered at pre and post testing yielding incompatable comparisons for gain scores.

Table 11

TARGET AND CONTROL CLASSROOM MEAN READING GAINS

	Target				Control			
	N	Pre $\bar{X}$	$\bar{X}$ Gain	s.d.	N	Pre $\bar{X}$	$\bar{X}$ Gain	s.d.
Kindergarten (Apell - raw score)	23	8	3.04	2.26	24	7	3.12	1.98
	24	8	2.08	1.95				
	24	8	1.95	2.10	Incomplete test results			
	22	8	.72	3.25				
	93	8	1.96					
Second Grade (CPT - G.E.)	25	2.1	.96	.56	29	1.9	1.23	.91
	27	2.0	.92	.69	12	2.5	1.01	.74
	26	2.2	.79	.62	25	2.1	.74	.50
	29	2.3	.64	.73				
	107	2.2	.82		66	2.1	1.00	
Third Grade (CPT - G.E.)	23	3.3	.57	.45	24	3.1	.60	.57
	24	3.2	.56	.55	11	3.7	.53	.55
	23	3.4	.53	.64	26	3.6	.12	.53
	21	3.3	.47	.73				
	29	3.6	.43	.58				
	120	3.4	.50		61	3.4	.38	

FIRST GRADE MEAN %iles ON THE MRT AND POST CPT GRADE EQUIVALENTS

	N	Pre $\bar{X}$	Post $\bar{X}$	s.d.	N	Pre $\bar{X}$	Post $\bar{X}$	s.d.
First Grade (Pre-MRT % Post - CPT G.E.)	21	73	2.5	.86	23	83	2.5	.74
	27	81	2.2	.60	22	74	2.0	.77
	23	79	2.0	.80	24	61	1.7	.26
	24	81	1.9	.68				
	22	70	1.7	.37				
	117	77	2.1		69	72	2.1	

3. Success

Due to non-significant differences between treatment and comparison groups the project objective was unsuccessful.

4. Generalization of Findings

The findings are not generalizable.

5. Causative Factors for Unmet Objectives

   a. Individualization (2.0) was not operationalized for SAFER.

   b. SAFER materials and techniques were not uniformly implemented.

   c. No reading consultant was hired (2.1) to maintain the SAFER reading program and to demonstrate individualization techniques for teachers and aides (2.5).

   d. Not all teachers used SAFER prescribed activities and techniques and not all teachers utilized diagnostic information to plan an individualized reading program.

   e. The Apell test for kindergarteners and the Cooperative Primary Test for third graders did not accurately measure gains made by all students for 17% of Kindergarten and 25% of third graders scored in the 90th %ile of the test at pretesting in October.

6. Unanticipated Findings

None

APPENDIX

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL
SUMMARY OF OBJECTIVES ACCOMPLISHED
SUMMARY OF PROJECT VS COMPARISON GROUP GAINS

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

PROJECT NUMBER 0 5 2 0

Duplicate as needed and indicate type of repo

FOR PROJECT SCHOOL NO. ________

FOR COMPARISON SCHOOL NO. ________

FOR ALL PROJECT SCHOOLS X__

FOR ALL COMPARISON SCHOOLS __

	Pre-test Information				Post-test Information				Pre-Post Differences			
ade vel* 1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
K	OCT	01	119	8	MAY	01	96	10	81	2	RS	
1		14	132	77		05	122	57(2.0)	92	NA*	% (G.E.)	
2		05	124	2.4		05	115	3.0	92	.6	G.E.	
3		05	139	3.2		05	124	3.9	89	.7	G.E.	

* TEST SCORES INCOMPLETE

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

Duplicate as needed and indicate type of re

PROJECT NUMBER 0 5 2 0

FOR PROJECT SCHOOL NO. ______
FOR COMPARISON SCHOOL NO. ______
FOR ALL PROJECT SCHOOLS ___
FOR ALL COMPARISON SCHOOLS X

	Pre-test Information				Post-test Information				Pre-Post Differences			
rade evel* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
K	OCT	01			MAY	01			Incomplete test results received			
1		14	77	71		05	69	55(2.0)	90	NA*	% (G.E.)	
2		05	73	2.3		05	66	3.0	90	.7	G.E.	
3		05	70	3.2		05	60	3.8	85	.6	G.E.	

* PRE-POST TESTS INCOMPATABLE

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

PROJECT NUMBER 0 5 2 0

Duplicate as needed and indicate type of repor

FOR PROJECT SCHOOL NO. 6 0 3 8 1 5
FOR COMPARISON SCHOOL NO. _ _ _ _ _ _
FOR ALL PROJECT SCHOOLS _
FOR ALL COMPARISON SCHOOLS _

	Pre-test Information				Post-test Information				Pre-Post Differences			
rade evel* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
K	OCT	01	85	8	MAY	01	70	10	82	2	R.S.	
1		14	85	78		05	71	66(2.1)	83	NA*	% (G.E.)	
2		05	92	2.4		05	82	2.9	89	.5	G.E.	
3		05	87	3.2		05	73	4.0	83	.8	G.E.	

* PRE-POST TEST INCOMPATABLE

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

PROJECT NUMBER 0 5 2 0

Duplicate as needed and indicate type of repor

FOR PROJECT SCHOOL NO. 6 0 6 6 9 8
FOR COMPARISON SCHOOL NO. _ _ _ _ _
FOR ALL PROJECT SCHOOLS _
FOR ALL COMPARISON SCHOOLS _

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
K	OCT	01	34	8	MAY	01	26	11	76	3	R.S.	
1		14	47	74		05	51*	44(1.8)		NA*	% (G.E.)	
2		05	32	2.4		05	33**	3.2		.8	G.E.	
3		05	52	3.1		05	51	3.8	98	.7	G.E.	

* PRE-POST TESTS INCOMPATABLE

** STUDENTS TRANSFERRED FROM OCEAN KNOLL

PROJECT NUMBER 0 5 0 2

SUMMARY OF OBJECTIVES ACCOMPLISHED

bjectives: Record project objectives first, raw a line and enter the nterim objectives ecord a brief description (Include quantification)* (1)	Type of measure selected (code from Form EV 73.12) (2)	Criteria for success (record by number)** (3)	Accomplishment of Objectives			Estimated cost to date (for interim objectives only) (7)	St us
			State yes or no (and %)*** (4)	Successful areas (i.e., grade levels and schools)**** (5)	Unsuccessful areas (i.e., grade levels and schools)**** (6)		(
he overall mission of this rogram is to achieve six onths more growth in the eading skills of primary upils in the schools implementing this enriched and ndividualized reading instuction than in the schools sing the conventional reading rogram.	01 05 14	2	NO Unknown 26% 2nd graders and 12% 3rd grades. K and 1st grade test gain scores not available in grade equivalents		Ocean Knoll (K-8) Capri (K-3)		
.0 To diagnose and treat sensority deficient indergarten and primary hildren.	70 100 101		YES	Kindergarten and new 1-3 graders at Ocean Knoll and Capri.			
.1-1.3, 1.5-1.7, 1.9 Select and train project personnel			YES				
.4, 1.8 Screen kindergarten and new primary tudents for visual deficienies and speech and hearing eficiencies			YES				

---

*Record degree of success anticipated.

**Number 1 Reach desired level of performance, No. 2 Exceed comparison group, No. 3 Past performance from baseline data.

***Percentage as stated in narrative, i.e., 80% of participants will --- 80% in this case equals 100% of objectives.

***Applies to measures of participants only, i.e., Washington school (2,3, and 5).

PROJECT NUMBER 0 5 0 2

SUMMARY OF OBJECTIVES ACCOMPLISHED

Objectives: Record project objectives first, draw a line and enter the interim objectives Record a brief description (Include quantification)* (1)	Type of measure selected (code from Form EV 73.12) (2)	Criteria for success (record by number)** (3)	Accomplishment of Objectives			Estimated cost to date (for interim objectives only) (7)
			State yes or no (and %)*** (4)	Successful areas (i.e., grade levels and schools)**** (5)	Unsuccessful areas (i.e., grade levels and schools)**** (6)	
1.10 Continue pruchase of additional materials necessary for continuation of sensory remediation program			YES			
1.11 Conduct inclass and inhome speech correction activities			NO			
2.0 To individualize the kindergarten and primary reading program utilizing sensory information	102		NO			
2.1 Employ reading consultant			NO			
2.2 Purchase and lease necessary individualized reading materials			YES			
2.3 Identify performance objectives of project with specific reading materials purchased and already available by teachers in three day workshop.			NO			

*Record degree of success anticipated.

**Number 1 Reach desired level of performance, No. 2 Exceed comparison group, No. 3 Past performance from baseline data.

***Percentage as stated in narrative, i.e., 80% of participants will --- 80% in this case equals 100% of objectives.

****Applies to measures of participants only, i.e., Washington school (2,3, and 5).

PROJECT NUMBER 0 5 0 2

BEST COPY AVAILABLE

SUMMARY OF OBJECTIVES ACCOMPLISHED

jectives: Record project objectives first, aw a line and enter the terim objectives cord a brief description Include quantification)* (1)	Type of measure selected (code from Form EV 73.12) (2)	Criteria for success (record by number)** (3)	Accomplishment of Objectives			Estimated cost to date (for interim objectives only) (7)	Sta use (8
			State yes or no (and %)*** (4)	Successful areas (i.e., grade levels and schools)**** (5)	Unsuccessful areas (i.e., grade levels and schools)**** (6)		
4 Provide in-service individualization aining workshop of teachers d aides			YES				
5 Reading consultant demonstrates individualation techniques for teachers d aides			NO				
6 Provide an individualized reading program			NO				
7 Continue employment of project secretary			YES				
8 Purchase and lease equipment and supplies			YES				

---

*Record degree of success anticipated.

**Number 1 Reach desired level of performance, No. 2 Exceed comparison group, No. 3 Past performance from baseline data.

**Percentage as stated in narrative, i.e., 80% of participants will --- 80% in this case equals 100% of objectives.

**Applies to measures of participants only, i.e., Washington school (2,3, and 5).

SUMMARY OF PROJECT VS COMPARISON GROUP GAINS

PROJECT NUMBER _0 5 2 0_

Grade level (1)	School Directory 7 digit Number (2)	Pre-test Averages**				Pre- to Post- Gains (differences)***				Test & Type of Score* (11)	State Use (1
		For Individual Schools (check mean X̲ or median__)		Overall the Schools (check mean X̲ or median__)		For Individual Schools (check mean X̲ or median__)		Overall the Schools (check mean X̲ or median__)			
		Project (3)	Comparison (4)	Project (5)	Comparison (6)	Project (7)	Comparison (8)	Project (9)	Comparison (10)		
K	60381521	8.58		8.27		1.84		1.81		RS	
	" 2	8.34				1.95					
	" 3	8.20				.62					
	60669894	8.02				2.63					
	60381605		7.25				2.91				
		KINDERGARTEN CONTROL TEST SCORES INCOMPLETE									
1	6038152 8	81		77				NA		%	
	" 9	79						Pre-Post			
	" 10	74						Tests			
	606698911	70						incompatible			
	" 12	79									
	603814514		70		71				NA		
	" 15		82								
	603816016		63								

* Insert the test code number from form EV 73.12, and indicate the scale used; Raw for raw score, G.E. for grade equiva. %ile for percentile rank, Stand for standard score, Freq. for frequency count, etc.

** If the averages reported are for other than the groups as they exist (e.g. matched subsets), check here__ and describe in detail on the back of the page.

*** If scores were adjusted statistically in any way, other than scaled as indicated in column (11), check here__ and describe in detail on the back of this page.

E

SUMMARY OF PROJECT VS COMPARISON GROUP GAINS

BEST COPY AVAILABLE

PROJECT NUMBER 0 5 2 0

Grade level	School Directory 7 digit Number	Pre-test Averages**				Pre- to Post- Gains (differences)***				Test & Type of Score*	Stat
		For Individual Schools (check mean X or median__)		Overall the Schools (check mean X or median__)		For Individual Schools (check mean X or median__)		Overall the Schools (check mean X or median__)			
		Project (3)	Comparison (4)	Project (5)	Comparison (6)	Project (7)	Comparison (8)	Project (9)	Comparison (10)		
(1)	(2)									(11)	
2	6038152-17	2.5				.5				GE	
	" 18	2.5				.4					
	" 19	2.2		2.4		.7		.6			
	6066989-20	3.1				.5					
	" 21	2.3				.8					
	6038145-22		2.1				1.0				
	" 23		2.7		2.3		.8		.8		
	6038160-24		2.3				.5				

* Insert the test code number from form EV 73.12, and indicate the scale used; Raw for raw score, G.E. for grade equiv
Site for percentile rank, Stand for standard score, Freq.for frequency count, etc.

** If the averages reported are for other than the groups as they exist (e.g. matched subsets), check here__ and describe in detail on the back of the page.

*** If scores were adjusted statistically in any way, other than scaled as indicated in column (11), check here__ and describe in detail on the back of this page.

SUMMARY OF PROJECT Vs COMPARISON GROUP GAINS

BEST COPY AVAILABLE

PROJECT NUMBER 0 5 2 0

Grade level	School Directory 7 digit Number	Pre-test Averages**				Pre- to Post- Gains (differences)***				Test & Type of Score*	Sta.
		For Individual Schools (check mean__ or median__)		Overall the Schools (check mean__ or median__)		For Individual Schools (check mean__ or median__)		Overall the Schools (check mean__ or median__)			
(1)	(2)	Project (3)	Comparison (4)	Project (5)	Comparison (6)	Project (7)	Comparison (8)	Project (9)	Comparison (10)	(11)	
3	6038152-25	3.3				.8				GE	
	" 26	3.0				.7					
	" 27	3.2		3.1		.8		.7			
	6066989-28	3.1				.8					
	" 29	3.0				.5					
	6038145-30		3.4				.3				
	" 31		3.7		3.2		.5		.6		
	6038160-32		2.8				.9				

* Insert the test code number from form EV 73.12, and indicate the scale used; Raw for raw score, G.E. for grade equiva
Sile for percentile rank, Stand for standard score, Freq. for frequency count, etc.

** If the averages reported are for other than the groups as they exist (e.g. matched subsets), check here__ and describe in detail on the back of the page.

*** If scores were adjusted statistically in any way, other than scaled as indicated in column (11), check here__ and describe in detail on the back of this page.

MEEP 0 5 0 2

CODE LIST FOR IDENTIFYING EVALUATION MEASURES

Circle the identifying code number of measures used and insert them in the proper columns on the forms.

Achievement Tests for Language and Development (Reading). Include Readiness Tests.

01 Apell
02 California Achievement Test (63) Reading
03 California Achievement Test (70) Reading
04 Comprehensive Test of Basic Skills Reading
05 Cooperative Primary - Reading
06 Gates Reading Survey
07 Gates-MacGinitie Reading Tests
08 Gilmore Oral
09 Gray Oral
10 Iowa Test of Basic Skills
11 Iowa Test of Educational Development
12 Lee-Clark Reading Readiness (62)
13 Lee-Clark Reading Test
14 Metropolitan Achievement-Reading (1970)
15 Nelson-Denny Reading Test
16 Nelson Reading Test (62)
17 Scientific Research Associates
18 Sequential Tests of Educational Progress Reading
19 Sequential Tests of Educational Progress Reading - Series 11 (70)
20 Slosson Oral Reading Test
21 Spache Diagnostic Reading Scale
22 Stanford Achievement Test - Reading

Other Standardized Test

23 ____________________

Other Criterion Referenced Test

24 ____________________

Achievement Tests for Mathematics

30 Apell
31 California Achievement Test (63) Math
32 California Achievement Test (70) Math
33 Comprehensive Test of Basic Skills - Math
34 Cooperative Primary Mathematics
35 Iowa Test of Basic Skills
36 Iowa Test of Educational Development Math (Test 4)
37 Metropolitan Achievement - (1970) Math (Computation Only)
38 SRA Achievement Series - Arithmetic
39 Sequential Test of Educational Progress - Math
40 Stanford Achievement Test - Math - Computation
41 Stanford Diagnostic Arithmetic Test
42 Stanford Early School Achievement Test (Total)
43 [illegible]
44 Golden Math Understanding Test
45 Stanford Modern Math Concepts
46 Other Standardized Test

____

47 Other Criterion Referenced Test

Achievement Tests for Other School Subjects

____________________name of subject
50 ____________________(test)

____________________name of subject
51 ____________________(test)

____________________name of subject
52 ____________________(test)

Scholastic Aptitude Tests (Intelligence)

60 ____________________
61 ____________________
62 ____________________

Tests Dealing With Cognitive Skills Such as Reasoning, Creativity, Memory, etc.

70 Illinois Test of Psycholinguistics
71 ____________________
72 ____________________

Affective Measures of Temperament, Attitudes, Needs, Interests, Self-Concept, etc.

80 ____________________
81 ____________________
82 ____________________

Frequency Counts or Enumeration Data of any Kind (Identify the Kind of Data and its Evaluation use).

90 ____________________
91 ____________________
92 ____________________
93 ____________________

Other (Explain Their use).

100 Hearing screening performed by the school nurse
101 Eye screening (MCT) performed by the optometrist and parent aides
102 Observation instrument to determine project implementation

APPENDIX

THE RELATIONSHIP BETWEEN ATTENDANCE AND ACHIEVEMENT

The Relationship Between Attendance and Achievement

Contingency coefficients were obtained (chi-squares as reported) at each grade level to estimate the influence of attendance on reading gains at each grade level. The size of the matrix is reported in parentheses immediately following the grade level:

Grade	Chi-square	Probability of Importance
K (4x7)	26.0130	p (df=24) greater than .05
1	(Pre-post tests different with an unknown relationship)	
2 (5x5)	17.6079	p (df=16) greater than .05
3 (7x8)	57.8667	p (df=49) less than .05

At one (third grade) of the three grades reported the contingency correlation is within the five percent probability level of significance, meaning that were it an isolated result it is very unlikely that by chance alone would achievement have been that associated with attendance to the reported degree. As obtained results these are somewhat less convincing when considered in concert with the non-significant contingency correlations at the two other grade levels (Kindergarten and second grade). Also, inspection of the contingency matrix fails to turn up an expected trend - a phenomenon, not only of the third grade result but repeated for second and kindergarten as well. In short, a relationship between achievement gain and attendance was not found.

APPENDIX

CONFIMRATION LETTERS

[illegible]
A DIVISION OF
CHILDREN'S HEALTH CENTER | 8001 FROST STREET | SAN DIEGO | CALIFORNIA 92123 | 277-1482

July 13, 1973

Education Evaluation Consultants
P.O. Box 9627
San Diego, California 92109

TO WHOM IT MAY CONCERN:

This is to verify the aides participating in the SAFER program for the year 1972-73 received training from me. This took the form of a workshop and individual consultation in the areas of the techniques needed for the testing required by the pre and post assessments. In addition, explainations were given regarding the speech exercises and scoring procedures. The aides were observed. The assessment procedures were felt to be valid and reliable.

Sincerely,

Frederieka Zink (MBP)

Frederieka Zink
Speech Pathologist

FZ:mbp

Operating Divisions CHILD DEVELOPMENT CENTER | CHILD GUIDANCE CLINIC | CHILDREN'S HOSPITAL | EASTER SEALS DIVISION | SAN DIEGO SPEECH & HEARING CENTER
(714) 277-5808 (714) 278-0660 (714) 277-5808 (714) 277-5808 (714) 277-1482

ROBERT H. DAVISON, O.D.
OPTOMETRY
1110 S. MAIN ST.
FALLBROOK, CALIF. 92028

TELEPHONE (714) 728-9440

June 4, 1973

Mr. Lloyd O'Connell
Safer Project Director
910 Melba Rd.
Encinitas, Ca. 92024

Dear Lloyd:

This is to confirm that I did train the eye screening aides that helped me with the MCT screening for the school year 1972-73.

Sincerely,
Robert H. Davison
Robert H. Davison, O.D.

COMPONENT IV - FINANCIAL

FINAL PROJECT REPORTS and END-OF-BUDGET-PERIOD REPORTS

ESEA, TITLE III

The report shall include:

- Expenditure Report
- Inventory of Equipment
- Project Phases and Per Pupil Costs
- Claim for Reimbursement

- Due within 90 days after final day of project operation.
- All other components are due on the last day of project operation.

Form III-104

CALIFORNIA STATE DEI .MENT OF EDUCATION
Bureau of Instructional Program Planning and Development
Title III, E.S.E.A.
Sacramento, California 95814

BEST COPY AVAILABLE

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Name and Address of Agency
Encinitas Union School District, 189 Union Street, Encinitas, Calif. 92024

Project Number
0520

PART I - EXPENDITURES (other than construction)

___ Proposed Budget Summary*
___ Estimated Expenditure Report
X Final Expenditure Report

Budget Period, (Month, Day & Year)
Beg.: 7/1/72 End: 6/30/73

Expenditure Accounts		EXPENSE CATEGORIES							
		Salaries							
FUNCTIONAL CLASSIFICATION 1	Account No. 2	Pro-fessional 3	Nonpro-fessional 4	Contracted Services 5	Materials & Supplies 6	Travel 7	Equip-ment 8	Other Expenses 9	TOTAL EXPENDI-TURES 10
1. Administration	100								
2. Instruction	200	810	11,560	3,773	1,656	42			17,841
3. Health Service	400								
4. Pupil Transportation Services	500								
5. Operation of Plant	600								
6. Maintenance of Plant	700								
7. Fixed Charges	800								
8. Food Services	900								
9. Community Services	1100								
10. Remodeling (if costs total more than $2,000 enter in Part II)	1220c								
11. Capital Outlay (Equipment only)	1269						2,359		2,359
12. TOTALS →		810	11,560	3,733	1,656	42	2,359		20,200

Authorized Agent RL Brickman
(Signature)

Revised Date 8/22/73

Form III-104

BEST COPY AVAILABLE

PART II - CONSTRUCTION EXPENDITURES

(Check One)

___ Proposed Budget Summary

___ Estimated Expenditure Report

x Final Expenditure Report

Budget Period (Month, Day & Year)
Beginning: 7/1/72
Ending: 6/30/73

	EXPENDITURE ACCOUNTS	Acc't Number	Amount	Negotiated Budget
	1	2	3	4
	SITES			
A	Professional Services	1210a		
B	Improvement to Sites	1210c		
	BUILDINGS			
A	Professional Services	1220a		
B	New Buildings and Building Additions	1220b		
C	Remodeling (if $2,000 or less, enter in Part I)	1220c		
	ADMINISTRATIVE EXPENSES (Specify Below)	1220		
A				
B				
	LEASING OF FACILITIES			
	TOTAL		$	$

PART III - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCES

Budget Period (Month, Day and Year)
Beginning: 7/1/72
Ending: 6/30/73

___ Estimated Expenditure Report

x Final Expenditure Report

___ Project Continuing

x Project Terminated

1	2	3
AUTHORIZATIONS, EXPENDITURE AND BALANCES		
1. Amount of Grant Award for Budget Period →	20,200.00	
2. Unexpended Balance from Grant of Prior Budget Period →	NONE	
3. Total Amount Authorized for Expenditure for the Budget Period (Sum of Items 1 & 2) →		20,200.00
4. Expenditures during Budget Period →		20,200.00
5. Unexpended Balance of Funds Authorized for Expenditure for the Budget Period →		NONE

PART IV - CUMULATIVE TOTALS

1. Cumulative Total of Grants Awarded Since Project Inception →	69,737.00
2. Cumulative Total of Cash Received Since Project Inception →	61,778.00

CERTIFICATION: I CERTIFY that the expenditures reported above have been made, and that all obligations have been liquidated; that this project has been conducted in accordance with applicable laws and regulations; that the approved application for this project plus any approved amendments are on file; and that full records of receipts and expenditures have been maintained and are available for audit.

Signature of Authorized Agent

August 30, 1973
Date

NOT APPLICABLE

91

CALIFORNIA STATE DEPARTMENT OF EDUCATION
BUREAU OF INSTRUCTIONAL PROGRAM PLANNING AND DEVELOPMENT
TITLE III, ESEA

INVENTORY OF EQUIPMENT ACQUIRED WITH TITLE III, ESEA, FUNDS

LEA __________ Date __________

Project Title __________ Project Number __________

Instructions: Itemize equipment purchased (or lease-purchased) with Title III, ESEA funds since inception of the project. List only those items costing $300.00 or more. Enter appropriate data in each column. The Authorized Agent must sign the certification at the bottom of the last page of the inventory.

Equipment Item	LEA Serial or I.D. Number	Unit Cost of Item	Current Location (School/Office)	Current Use of Item
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

I hereby certify that the above-listed equipment is being utilized in accordance with Federal and State Regulations pertaining to Title III, ESEA, and that the above information represents a true and accurate statement to the best of my knowledge.

Authorized Agent __________
(Signature)

PROJECT PHASES AND PER PUPIL COSTS

At the end of the first and second years, report for the last budget period. Final project reports at the end of the thi[illegible] final year should have, in the box, the cumulative figures for all years of operation. Carefully prepared estimates are acceptable. Final reports should also have the information on the numbered lines for the past year of operation.

Final Cumulative Totals:		
1784	1. 607	Number of pupils directly served by the project.
$ 8,080.00	2. $ 2,286.00	Developmental Costs.
$12.95	3. $ 3.08	Developmental Costs Per Pupil.
$19,072.00	4. $ 4,521.00	Implementation Costs.
$32.15	5. $ 7.45	Implementation Costs per pupil.
$42,585.00	6. $ 13,393.00	Operational Costs.
$71.72	7. $ 22.06	Operational Costs per pupil.

Definitions:

Developmental costs are those which have to be borne by this project, but not by any district adopting the program.

Implementation costs are one-time costs that any district would have to undergo to adopt the program, but only once. (An example might be Capital Outlay.)

Operational costs are those that are necessary to operate the project after implementation.

APPENDIX M
Form FO 379
(Revised 7-70)

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bureau of Program Planning and Development, Title III, ESEA
Supplementary Centers and Services Program
(Title III, ESEA, PL 89-10)

CLAIM FOR REIMBURSEMENT

roject Number 0520	Budget Period (Mo., Day, Year) Beginning: July 1, 1972 Ending: June 30, 1973	Date of Notification of Grant Award June 10, 1971	___ Project Continuing _x_ Project Terminated

NOTE: A separate claim must be made for funds awarded from different fiscal years. Therefore, a separate claim must be made for each grant award. (See instructions on the back of this sheet.)

Expenditures	$ 20,200
Cash advance received	12,241
Reimbursement now claimed	$ 7,959
- OR -	
Excess cash received (See instructions for handling excess)	$

CERTIFICATION

I CERTIFY that the expenditures reported above have been made, and that all obligations have been liquidated; that this project has been conducted in accordance with applicable laws and regulations; that the approved application for this project plus any approved amendments are available for audit.

Signature of Authorized Agent	Encinitas Union School District Legal name of district or organization
Superintendent Title	189 Union Street Street Address
August 22, 1973 Date Signed	Encinitas CA 92024 City State ZIP Code

FOR STATE USE ONLY
PROJECT COMPLETION
AND CLAIM APPROVED

By __________

Bureau of Program
Planning and

APPENDIX

ENCINITAS UNION SCHOOL DISTRICT

SAFER READING PROJECT

INCLASS SPEECH ACTIVITY DIRECTIONS

The following guidelines must be followed in planning your daily speech activities.

1. Teachers and aides should plan a one 10 minute speech sessions per speech deficiency. Example: A child having two diagnostic deficienc would receive two 10 minute sessions per week.

2. Students may be grouped to a maximum of six on any one common deficie Example: four children needing activities on auditory closure may be grouped for at least a 10 minute period once per week.

3. In order to assure flexibility with other reading activities other than speech, a maximum of 100 minutes per week is allowed for inclass speech activities. This would figure 20 minutes per day.

4. Mexican-American students who do not know English should be limited i their inclass activities. Frustration does not seem evident with vis and auditory memory activites. Grammatic closure and Sound Blending are not appropriate if the child does not have a functional English vocabulary. Emphasize the following with the Mexican-American child:
    a. Language experience
    b. Peabody Language Development activities
    c. English pattern practice
    d. interaction with the Anglo children

5. In classrooms requiring only 20 or 30 minutes of activities per week, it is recommended that the time be doubled or tripled but staying with in the 100 minute maximum so as to complete the deficiency activites and then allow for major concentration in the other reading areas.

6. All children are to have at least four turns per excercise in auditor and visual memory.

7. All examples from grammatic closure are required.

8. An excercise must be passed on two consecutive presentations on different days to be considered learned. As many as three consecutive excercises at a time may be given during a session.

9. Unless indicated, all children are to start with excercise one and proceed in the order listed.

10. Feel free to make up your own variations of a particular excercise. Please indicate on the excercise what the variation was.

11. Please make comments about an excercise is regards to its difficulty level for a particular grade or about the examples given.
12. If any child does not reach the criteria for passing after four consecutive days on one activity, indicate the activity as a difficult one along with the child's grade level on the excercise sheet and the scoring sheet. Go on to the next excercise. Return to the difficult excercises at the conclusion of all the excercises.
13. When a child is transferred to another room, be sure their speech scoring sheet is given to the aide for that room.

GUIDELINES FOR AUDITORY MEMORY

1. Each sequential activity should have one-half second intervals between sounds, words, letters, etc.

2. Number of items to be remembered for each grade level: (start with two items)

   Kindergarten - four items
   First Grade - five items
   Second Grade - six items

3. As the child is working up to the number of items to be remembered for his grade level, indicate the number of items he remembered on the score sheet in the appropriate box corresponding to that particular excercise.

SUGGESTIONS FOR AUDITORY MEMORY

1. "I am going to name three different shapes. You point to them and say them in the order I said them." (use cut out shapes or the younger children may need objects.) The child's naming has to be in the right sequence.

   a. circle, triangle, square
   b. square, circle, triangle
   c. triangle, square, circle
   d. circle, square, triangle
   e. triangle, square, circle
   f. square, circle, triangle, squ.
   g. circle, triangle, triangle, sq.
   h. square, square, circle, triangle

2. Give the child one, two then three directions. Have him repeat them and then follow them. Second graders can do five directions.

   a. stand, hand on hip and jump
   b. Touch foot, close eyes, sit on floor
   c. Yawn, stand, hands on head
   d. Hands over head, touch nose, hands on knees
   e. Hands on knees, pick up chair, touch ears
   f. Touch feet with both hands, pick up book, smile
   g. Head down, hands on table, head up, close eyes
   h. Shake right foot, turn in circle, stand up, shake head
   i. Jump, make a fist, head on hand, yawn
   j. Bend arm, wiggle fingers, clap hands, smile, touch ears
   k. Frown, clap hands, turn in circle, shake both hands, walk around table
   l. Touch both feet, hands on knees, smile, close eyes, wave

3. Elevator Boy: One child at a time is the elevator boy, and he listens while the other children give the number of the floor where they want to get off. The elevator boy repeats all the floor numbers. Kindergarteners repeat four numbers, 1st graders repeat five numbers and 2nd graders repeat six numbers.

4. Make animal sounds in a certain order and the child names the animals in the order of their sounds. You may use 'Old Mac Donald Had a Farm'.

   a. moo, oink, meow
   b. baa, woof, cluck, cluck
   c. meow, woof, oink
   d. baa, neigh, tweet
   e. quack, neigh, moo, woof
   f. moo, tweet, er-er-errr, neigh
   g. baa, cluck, cluck, woof, meow
   h. woof, quack, meow, cluck, cluck

5. Read a short story and have the child do one of the following: (two to three stories are sufficient)

   1. Write it down.
   2. Answer specific questions (kindergarteners only)
   3. Retell the story.
   4. Draw pictures indicating the sequential actions.

"Tom and Flip saw a toy store. In the store there were toy cats. Flip ran fast into the store. "Come back, Flip," laughed Tom. "That is not a cat you see. Those are toys."

Questions: 1. What did Tom and Flip see?
2. What did Flip do?
3. What did Flip really see?

"Mr. Rabbit's birthday party will be at the farm. Mrs. Lamb will make a good cake. Mrs. Goat will bring ice cream. Black Pony will have a toy organ. It will be a wonderful party!"

Questions: 1. Who is going to have a party?
2. Who is going to bring a cake?
3. What will Mrs. Goat bring?
4. Was it a fun party?

6. Grocery List Game: You may want to use grocery pictures from magazines or the Peabody kits. Actual plastic fruits, play animals, etc. may be useful. Later the game should be played without the visual aids. "I went to the store to buy butter. I went to the store to buy butter and eggs," etc. This can be adapted to 'going on a trip' and naming items packed, 'going to the farm' and naming animals seen and 'going to the garden' and picking various vegetables. The teacher may vary this by having each child name an item, then having the teacher review the items and choose a child at random to repeat the list.

7. Use any of the local variations given in excercise #6 with the teacher naming the items. When the child can repeat the items, change their order. "At the grocery store we can buy milk, butter and eggs". "At the grocery store we can buy butter, eggs, and milk - - - eggs, milk and butter.

8. Give directions with colored blocks. A picture should be available so the child can self correct his response.

   a. Make a row of three green blocks.
   b. Put a red block on top of two green blocks.
   c. Make a row of a red block, a green block and a red block.
   d. Put a red block beside a blue and green block.
   e. Put a green block in the middle of two blue blocks.
   f. Get two red blocks and put one on each side of a yellow block.
   g. Make a row of three blocks and put one block on top of the middle block.
   h. Make a square of blocks and put one block in themiddle.

9. The teacher says the names of animals and the child says the sounds the animals make in the proper sequence.

   cat-dog
   pig-dog
   cow-duck-cat
   goat-chick-cow
   pig-sheep-cow
   horse-cat-rooster-duck
   mouse-pig-horse-sheep-bird
   rooster-horse-cat-sheep-cow

10. Give each child three different colored crayons. Call all three colors and have the children arrange the crayons in that order. This game can be varied with blocks, pictures, shapes, etc., as long as the emphasis is on following directions.

11. Clap hands, sticks, drum, etc. in rhythmic patterns. (long-long-short). Have the children duplicate your pattern. (This is frequently difficult in a classroom setting and you may want to do it only if your group is isolated.)

First Grade

12. Give alphabet letters out of sequence and ask the child to repeat them in order.

    a. a-b-d-c
    b. d-f-e-g
    c. f-h-g-i
    d. w-y-x-z
    e. m-p-n-o
    f. j-l-k-m
    g. q-t-r-s
    h. s-u-t-v

13. Have each child repeat:

    a. My full name is:
    b. My address is:
    c. My telephone number is:
    d. The names of the people in my family are:
    e. My birthdate is:
    f. The name of my school is:

14. Have each child say his own telephone number and then ask the child in the next seat to repeat the number. If he misses, give him another trial.

15. "Giant Captures Y-O-u" game. Teacher takes turns standing behind each child, saying first three, four then five words, letters or numbers. Child repeats each sequence or he is captured. The words must not rhyme.

Words:
tree-cat-house
shoe, book-man
chair-look-white
rug-lady-tool
apple-wood-candle
toy-bird-street
play-paper-flower-game
see-catch-fat-little

Letters:
d-e-f-a
g-h-i-j
k-m-l-n
y-z-w-x
f-g-d-e-h
l-m-n-o-l
r-t-u-v-s
a-c-d-f-g

16. Let the child say the words and add another rhyming word.

a. go-so (no)
b. might-sight (light)
c. whirl-curl (girl)
d. play-may (day)
e. sat-mat (hat)
f. tea-me (see)
g. good-would (could)
h. lap-map (cap)
i. now-how (cow)
j. run-sun (fun)
k. shoe-do (chow)
l. sticks-fix(mix

17. Teach the children a poem on the blackboard. The second day, review it orally, then pass the poem cut up in strips and have the children glue the lines on paper in the proper order.

18. Have the first graders say the days of the week and the month's of the year. Second graders can do this as well as count by two's, ten's and twenties, also the four seasons.

19. Have several children sit in a circle. The child gives a sequential pattern in movement, letters, words, or numbers and points to the one whom he wants to repeat it. The teacher should demonstrate first.

Second Grade

20. The teacher says the names of the letters and the child says the sounds these letters make.

a. r-s-h-d
b. t-h-m-s
c. t-c-w-n-v
d. f-g-n-s-r
e. g-s-m-t-p
f. p-t-j-l-f
g. k-g-w-r-t-m
h. d-w-z-h-r

21. The teacher says the sounds of the letters and the child repeats the letter names. The above letters may be used.

22. Give each child a set of numbers from 1-9 printed on 2" square cards. Call out a series of 3 numbers and ask each child to form the sequence. Vary by using pictures, letters and words gradually increasing the length.

GUIDELINES FOR VISUAL MEMORY

1. A response is considered correct when the child has the right sequence as well as the right number of items.

2. To determine if the child has passed the item, the exposure time should be no longer than 5 seconds.

3. Criteria for passing:
   Kindergarten: four items in a row twice on the same day
   First grade: five items in a row, twice on the same day
   Second grade: six items in a row twice on the same day

4. If a child fails the same item twice on one day, take away one object etc., to make the excercise easier.

SUGGESTIONS FOR VISUAL MEMORY

1. Play "Concentration" with picture cards. Show the cards, then place them face down on the table and ask for the picture of _______.

2. Line up a series of school supplies, have the child look briefly, cover his eyes and you remove an item. He is to find what is missing and put it in the right spot.

3. Touch parts of your body in an increasing sequence, then the child can imitate. You might want to practice with the group as a whole, initially.

4. Hand signals can be worked out, understood and practiced individually before introduction of a sequence. Some signals which could be used are:
   a. one finger held up
   b. two thumbs up
   c. hold up three fingers
   d. cross two index fingers
   e. circle with index finger and thumb
   f. crossed fingers
   g. index finger in other palm.

   You may want to draw these signals on a card.

5. Introduce the skill of following patterns by doing the following in order:

   a. trace simple patterns and designs
   b. follow dots from a pattern
   c. copy a pattern
   d. copy pattern from memory

6. Show a pattern and have the children make it with a peg board set, colored blocks or sticks. Sequential pictures should not be used as they reveal too many clues.

7. Arrange farm animals, doll furniture or blocks in a setting. Pictures can be used if you don't have the objects. The child puts his head down briefly and one or two pieces are rearranged. The child is to identify the change and rearrange the furniture back.

8. Arrange pictures in a row. One child covers his eyes and another child scrambles them. The first child then rearranges them.

9. Game of "Dectective". Ask a child to leave the group, then ask the other children about his name, color of hair, eyes, shoes, dress, etc. An alternative is for a child to describe a classmate without looking at him.

10. Make a rainbow out of colored strips of paper. Take a color away and let the child guess which color it was.

11. Cut the squares from an old calendar. Arrange two (gradually increasing for the criteria) squares in any order and allow the child to look at them for five seconds. Then the teacher should cover her squares while the children try to arrange their squares in the same order. If you decide to use shapes, they should be of the same color.

12. Use colored peker chips, blocks, rod or sticks in different color sequences. After making one, have the children look at it for five seconds, then they try to reproduce it.

13. Make up little scenes with farm animals, Disney characters or other toys. Have the children look briefly, then they cover their eyes while you change everything. They are to put it back in the original way.

14. Show the child a series of letters (not numbers) that do not make up a word and have them copy it with their own letters. Then see if they can mix up their letters and do it from memory. Plastic letters are good for this.

15. Start with one pattern, then make a sequence of patterns with sticks or pencils. First they can be copied directly, then mix up the child's sticks and have him make it from memory.

16. Use pre-writing design cards and 1" cubes. Have the child make the pattern by placing the colored cubes on top of the design cards. As a second step, he builds the design beside the card. Next have him create the pattern from memory.

17. The following may be arranged in a sequence for the child to view, scramble and rearrange. Viewing should be for 5 sec's.

    a. geometrical designs
    b. seasonal symbols
    c. flowers of all kinds
    d. animals
    e. hats
    f. coins
    g. Indian designs
    h. stars of graduated sizes
    i. letters
    j. fruits and/or vegetables
    k. musical instruments
    l. blocks of various shapes

First Grade

18. Cut apart comic strips and have the children sequence them.

19. Have the child observe patterns of read and black checkers. Mix them up and have him rearrange them in proper sequence.

20. Arrange a row of pictures and after are removed, the child names them in their proper order. Sequencing pictures may provide too many clues for thier use in this task.

21. Write consecutive numbers from 1 - 15 on the chalk board or newsprint taped to a cupboard, in three columns spaced vertically about 6" apart and horizontally about 12" apart. Short words could also be used. Have each child stand about 5' from the board and read aloud the words in each line. After reading the last word on one line, he should without moving his head, shift his eyes quickly to the next line and see how rapidly he can follow the word just read with the first word of the new line.

22. Have a series of objects in addition to 3 x 5 cards with pictures of the same objects. Show the objects in a certain order, cover them and ask the child to arrange his pictures in the same order.

Second Grade

23. Place pictures of activities which tell a story on a flannel board. Then ask the child to group the pictures in a sequence that makes a story he can tell.

24. Cut stories apart and put the sentences back in order.

25. Build sentences with word cards.

26. Have the child look at a page in a picture dictionary or catalogue and try to recall the pictures. No particular order or sequence of response is emphasized until the child can remember 75% of the pictures.

27. Have each child look at the family car and copy the license plate number. Have the group make tag board license plates. The teacher flashes the license plate and the children write down the numbers. You may want to use a combination of the first two numbers and letters then work up to the full sequence.

28. Divide a story - Three Little Pigs - for instance, into three parts. Write a simple playlet with four characters. A wolf and three pigs could act out the story. Put three or four sentences about the story on the board and ask the children to write them in the order in which they occurred.

29. Have the children write current spelling words on ½" squared paper, one letter to a square.

30. Use "Scrambled Words" where each word in the week's spelling list is written on the board with the letters scrambled. The child writes them correctly. If this excercise is at the beginning of the week, use the previous week's spelling list.

31. Have the child draw a sequential story with one picture on each of four pages. Another child can rearrange them in proper order after theu have been scrambled. Ideas include:

Dog sees cat near tree
Dog runs towards cat
Cat goes up tree
Dog at base of tree, barking

Child getting blocks
Child building with blocks
Baby crawling to blocks
Baby knocks down blocks

32. Write a simple word and let the child look through magazines for samples of letters that form the word. Let him paste them on a sheet of paper. You may want to use a box of letters you have previously cut out.

33. Give the children a series of shapes. Prepare a series of designs on paper. Hold the design up, then turn it down and have the children arrange their shapes in the same design.

34. Do the same as above, but have the children draw the design they saw.

35. Draw any kind of figure or design on paper. Have the child lay colored string on the design, following the lines carefully.

GUIDELINES FOR GRAMMATIC CLOSURE

1. By the end of third grade, all plurals should be used correctly.

2. Avoid overuse of stereotyped phrases in any one excercise, i.e., I want, I see, etc. Use as much variation as possible.

3. When it is obvious a child is not going to get a specific grammatical concept with a specific excercise, make note of the unlearned words, and incorporate them in a succeeding excercise.

4. Please indicate on the excercise page which excercise is most difficult for the spanish children and their grade level.

5. Give all the sentences, word pairs, etc. listed. If a child fails, you may want to add your own sentences. Do not stop after eight items.

SUGGESTIONS TO HELP GRAMMATIC CLOSURE

1. Tell the child an incomplete sentence such as, "The color of this dress is _____." Ask the child to point to a dress worn by the teacher or girl in the class, using the proper word.

   a. Her pencil is _______.
   b. On the roof is a _____.
   c. That girl has ______.
   d. Five people in class are ___.
   e. Outside the weather is _____.
   f. Can you go to the ________?
   g. The teacher is _________.
   h. The blackboard is ______.
   i. Some children are______.
   j. We all like _______.

2. Continue as in excercise 1. These sentences are a little more involved. Pictures may be used to provide clues.

   a. I go to the grocery store to buy _______.(food)
   b. We go to the cafeteria to eat _________. (lunch)
   c. The children went for a ride on a _______. (any vehicle.)
   d. Janet had a birthday _____.(cake, today, party)
   e. The cat has soft ____. (fur, hair - not 'coat' as the 'a' isn't included.)
   f. The flowers are _____. (pretty, blooming)
   g. The teacher is reading a ____. (book, story)
   h. The barber is cutting Tom's _____.(hair)
   i. After you eat, you should brush your _ _ _ _. (teeth)
   j. The stars shine at _____ .(night)
   k. The mailman delivers the _____.(mail)
   l. After the children finish their work, they can play a ______.(game)

3. Read aloud each sentence with the grammatical errors. Ask the child to raise his hand when he hears an error. Then ask him to write or say the sentence correctly.

   a. We seen (saw) the animals.
   b. They was (were) having a party.
   c. Two monkeys had came (come) to the party.

d. A bear come (came) with a tiger.
e. Four elephants was (were) dancing.
f. One tiger were (was) dancing too.
g. A lion had came (come) late.
h. We seen(saw) a few rabbits.
i. They was (were) having fun.
j. The birds was (were) singing.
k. Fun were had by all the animals. (was)
l. Now it is time for them to want (go) home.
m. Yesterday I am sitting (sat) on the chair.
n. Yesterday I am driving (drove) my car.
o. I have went (gone) to town.
p. Yesterday I am listening (listened) to the class.
q. Yesterday I am running (ran) fast.
r. I can dressing (dress) myself.
s. Two mouses (mice) ran away.
t. I lost two tooths (teeth).
u. I have two foots. (feet)
v. I see many childs. (children)

4. Singular - plural

Have each child tell which group of words does not sound right.

a doll-a dolls
two wagon-two wagons
six ball-six balls
a book-a books
many mice-many mouse
one tooth-one teeth
that deer-that deers
some thelf-same theives

four day-four days
she singing-she sings
good nights-good night
bigs dog-big dog
their foot-their feet
a men-a man
those sheep-those sheeps
more woman-more women

one coat-one coats
boy runs-boy runned
come here-come here
two cat-two cats
some goose-some gees
two half-two halves
a knife-a knives
a calf-a calves

5. Have the children change the tense of the omitted verb, as you say the sentence.

a. We will sing today. Yesterday we ________.(sang)
b. I play and run. Yesterday I played and ____.(ran)
c. I rode on the bus yesterday. Today I will ____on the bus. (ride)
d. She swam in the pool yesterday. Today she doesn't want to _____(swi
e. He can blow up balloons. Yesterday he ____up five balloons. (blew)
f. Tom likes to draw. Yesterday he ____ two pictures. (drew)
g. My dog likes to shake after his bath. Yesterday he really ___(shook)
h. Rick hung a picture on the wall. Next week he will ____ the other one. (hang)
i. I will write a letter today. Yesterday I ____ one too. (wrote)
j. Mother daid I may talk on the phone. I hope tommorrow I _______ talk on the phone. (may)
k. Yesterday I walked for 3 miles. Tomorrow I'll ___ 4 miles.(walk)
l. My daisy grew 3 inches. How much will it _____today? (grow)
m. Don't stand on my foot, but he ____ on it anyway. (stood)

6. To encourage the child to answer in complete sentences, use pictures on the flannel board or chart holder. Children can listen to the teacher then answer the riddle in complete sentences.

PICTURES: apple, flag, fence
RIDDLE: I grow on trees.
I am good to eat.
I have a peeling.
What am I?

You are an apple

RIDDLE: I am cloth
I am red, white & blue.
I have stars and stripes.
What am I? FLAG

RIDDLE: I am wood.
I am long and straight.
I go around a yard.
What am I? FENCE

PICTURES: Boy, bed, chair
RIDDLE: I am soft.
I am large.
I need sheets.
What am I?

You are a bed.

RIDDLE: I am small
I am active.
I go to school.
What am I? BOY

RIDDLE: I am large.
I am soft.
I am to sit it.
What am I? CHAIR

PICTURES: Fire, church, plane
RIDDLE: I am hot
I can burn you.
I destroy things.
What am I? FIRE

RIDDLE: I am a building.
I am used on Sunday.
People pray in me.
What am I? CHURCH

RIDDLE: I am a machine.
I fly up in the sky.
I take people for rides.
What am I? AIRPLANE

PICTURES: Hat, mop, soap
RIDDLE: I am clothing.
I am put on your head.
I keep your head warm
What am I? HAT

RIDDLE: I am soft.
I am stringy.
I clean the floor.
What am I? MOP

RIDDLE: I am hard.
I am slippery when wet
I clean your hands.
What am I? SOAP

You can make up additional riddles using children in the classroom, or things in the schoolroom such as desk, clock, book, window, calendar.

7. Teach the children to make automatic responses by giving him paired words. First teach him the pairs, then give him one word and he is to say the matching word. You may want to use pictures.

Hammer-nail
sleep-bed
mother-father
sail-boat

school-study
toys-play
soap-water
horse-ride

man-woman
eat-breakfast
table-chair
pencil-write

aunt-uncle
brother-siste
cake-ice crea
book-read

8. Have the child fill in the missing nouns as you say the sentences.

a. The small child was alone. Soon many other _____ joined him. (child

B. That little sheep got lost, but the other ____ found him. (sheep)
c. I wish I caught a big fish, but I did catch lots of little ____.(fi
d. The glasses broke. Now I only have one ____.(glass).
e. I had one bag of leaves. Now I have three _____.(bags)
f. Thats a pretty leaf. Can we find some more ______?(leaves)
g. The woman went to her sewing club. She met other _____.(women)
h. Our sidewalk was littered, but all the other _______ were clean. (sidewalks)
i. I forgot to comb my hair. Joe and Jim combed their _____.(hair)
j. I have two hands and two _____.(feet)
k. I have one loose tooth. I can chew with all my other _____.(teeth
l. I have one nose, but you and I have two _____.(noses)
m. That child was playing with many other ______.(children)
n. Patty has one doll but Janet has three ______.(dolls)
o. I can skate on only one skate. Can you skate on both ____?(skates)
p. That calf is drinking near the house. He is not playing with the other _____.(calves)
q. The man is watching all the other _____play ball. (men)
r. The woman is showing the other _____ how to cook. (women)
s. The baby mouse is too small to play with the big ______(mice).

9. Use sequential picture story cards or single pictures for simple sentences which emphasize tense. You may refer to 'yesterday','today' and 'tomorrow'. Point to one picture and say"The boy is going." Then point to the next picture and say, "The boy has _____". 'Gone' should be the response as he is not in the picture.

Suggested tenses: go-gone-went sit-sat see-saw hide-hid ride-rode ring-rang sing-sang run-ran write-wrote

10. Collect pictures which show each object as a single unit in one pictu and as a mutliple unit in a second picture, i.e. one child-many childr knife-knives, horse-horses, dress-dresses, house-houses). Find out if the child recognizes the singular and plural of each object by having him point to the correct picture as you name it. If the child can do this, then ask questions about the pictures, i.e., "What is the man doing?" ans: "The man is sleeping.", "What are the men doing?" "The me are running." You may also want to consider the adjectives, one-few, many-several.

11. Children have difficulty with comparison words. Drawings to illustra these words can be done by the child or cut out of magazines. It can be difficult to find pictures for these.

tall	taller	tallest	good	better	best
long	longer	longest	sweet	sweeter	sweetest
short	shorter	shortest	fat	fatter	fattest
old	older	oldest	skinny	skinnier	skinniest
funny	funnier	funniest	red	redder	reddest
	more	most		less	least

FIRST GRADE

12. Say both sentence pairs in their complete form. Then repeat the pai and have the child fill in the missing word.

a. The cat was wet. The dog was _____(dry).
b. Jump up high. Sit down ______(low).
c. The pig is fat. The duck is _____(thin--skinny)
d. The back is white. The front is _____(black)
e. It is cold in the dark. It is hot in the ______(light).
f. My hat is on my head. My shoes are on my _____(feet).
g. The mouse is small. The giraffe is _____(tall).
h. We see the moon at night. We see the sun in the _____(day).
i. It feels sad to be wrong. It feels good to be _______(right).
j. A red light says stop. A green light says ______(go).

13. Teach the proper use of the future tense. Ask the child to fill in the right word.

a. Tomorrow I ____ read a story. (will)
b. I ____ go shopping again. (will)
c. Terry   erase the board another day.
d. I   correct the papers next week.
e. He _____do it again.
f. The show _____go one next month.
g. He ____ never be bad again.
h. They _____buy one soon.
i. Soon mother ____ ___ cleaning again.
j. The baby ___ grow up.

14. Teach proper use of thop past tense. Ask the child to fill in the right word.

a. I went to the zoo. I ____(saw) a monkey.
b. I went to the park and ______(Played) in the sand.
c. I went to the party and ____(ate) lots of cake.
d. I went to the beach and _____(looked) for shells.
e. I went to the toy store and ____(bought) a game.
f. Today I will run. Yesterday I ______(ran.)
g. I went to the fair and ______(rode) on the rides.
h. I dropped the glass and it ______(broke).
i. He threw the ball and I _______(caught) it.
J. They can ring the bell. Do you know if he ____(rang) it yet?

15. Have the child supply the appropriate verb tense.

a.
a. I know the paper will tear because I already ____(tore) it.
b. He ___(is) going right now.
c. He will choose me. Last week I ____(Chose) him.
d. If I come, who else will _____(come)?
e. She will drink it now. He ____(drank) it yesterday.
f. Somebody drove the car, but I can _____(drive) it now.

g. Some cookies were eaten, but there are more to ____(eat).
h. I gave it to you. Will you ____(give) it to me?
i. We hear it now. They _____(heard) it last night.
j. When the boy came, he _____(gave) me a present.

SECOND GRADE

16. Make a ditto of the following excercise and have the child fill in the blank with the opposite word.

a. back________ fat________ cold________ (hot, front, thin)
b. head________ aunt________girl________ (uncle, toe, boy)
c. tall________ sweet________dark________ (sour, short, light)
d. new_________ stop________ big________ (go, little, old)
e. out_________ down________ come________ (up, go, in)
f. happy_______ day_________ fast________ (night, sad, slow)
g. hard________ work)_______ remember____ (forget, play, soft)
h. wet_________ laugh_______ high________ (cry, low, dark)
i. black_______ thick_______ long________ (thin, white, short)
j. sleep_______ dull________ open________ (awake, bright, shut)

17. Tell the child every seventh word is left out. He is to find the answers from above the story and fill them in.

The Black Bear

(said, he, get, himself, when, to)

When Jim went to the zoo, ____ saw a black bear. He watched ____ the bear took a swim. When he ____ out of the pond, he shook _____. He stood on his hind legs ____ the zoo keeper gave him some meat. Jim ____ goodbye to the black bear when ____ left the zoo to go back ____ his home.

18. Using correct tense. Ask the child to cross out the incorrect word.

a. Ricky came when Carol call called.
b. Sheila will work worked for mother.
c. I will red read a story
d. The board will be erase erased .
e. Rick can paint painted a picture tomorrow.
f. I went would like to go shopping tomorrow.
g. I can ride rode the horse.
h. They has had a party.
i. Some people can run ran.
j. Yesterday we see saw the movie.
k. Who eat ate the cake.
l. Everyone sing sang last week.
m. What did you brought bring?

n. Give Gave me the doll.
o. Will you swim Swam?
p. Sat Sit on the chair now.
q. Did you come came?
r. Do Did that right now.
s. What just flew fly by?
t. She had have a flower.
u. When can you told tell me?

19. Have the child fill in the right ending.

s - ed - ing

a. Lassie is watch___ me. He need__ a bath. Oh! He bark__ and ran away.
b. Sue look__ at me. She see__ a bug. The bug is fly___ aound.
c. The cat is run___. He bump__ into the door. Now he mew__.
d. They are build___. It lock __ like a house. I ask__ the man.
e. Mother is cook___. She bak__ a cake. It look_ good.
f. The gate is open__. Now it shut__. It is clos__.
g. Who open__ the door? It must stay lock__. Sue is lock___ it.
h. The man is paint____. Now the wood is paint__. He paint__ alo
i. They are walk___. They walk___ yesterday. Who walk__ with th
j. He shine_ shoes. He already shin__ mine. Is he shin__ yours

20. Read the complete sentence to the child and have him repeat it. Then read it several times, omitting a different word each time and have the child complete it each time.

a. Bob wanted to play with Lassie.
Bob ______ to play with Lassie.
___ wanted to play with Lassie.
Bob wanted to play with ______
b. The hungry birds wanted to be fed.
The hungry _____ wanted to be fed.
The hungry birds wanted to be ___.
The ______ birds wanted to be fed.
c. Jim wanted to ride the white pony.
___ wanted to ride the white pony.
Jim wanted to ____ the white pony.
Jim wanted to ride the _____ pony.
d. Circus clowns are very funny.
______ clowns are very funny.
Circus clowns are ____ funny.
Circus ______ are very funny.
e. We had fun at Kim's party.
We had fun at _____ party.
We had ___ at Kim's party.
We had fun at Kim's _____.

GUIDELINES FOR SOUND BLENDING

1. There should be ½ second interval between sounds given.

2. When sounding out words, sound out only the sounds and not the silent letters.

3. For extra rhyming ideas, use the Teachers Guide for the phonics workbook, All Through the Years.

4. In sounding out words, make sure you only sound out one letter at a time. There is a tendency to inclyde a vowel with a consonant, ex: 'ba' for 'b', 'fa' for 'f'.

5. Dittos are not good for any excercises using specific sounds unless indicated. We want the children to hear and recognize the sounds auditorily and not through visual means.

6. Children failing in the auditory closure testing are included in these excercises.

SUGGESTIONS FOR SOUND BLENDING

1. Give the children practice in false association of words in sentences by asking what is wrong with these sentences.

   a. The bathtub was in the kitchen.
   b. The car was parked in the livingroom.
   c. The bed was found in the flower pot.
   d. The food was in the tree.
   e. The dog read the story.
   f. Mother served the milk in hats.
   g. The children were ice skating on the sidewalk.
   h. The dog flew over the fence.
   i. The children were wearing boats.
   j. The elephant rode the horse.
   k. Giraffes are the shortest animals in the zoo.
   l. The bird barks all day.

2. "We are farm - zoo animals. Can you guess our names?" Have each child whisper the name of a farm animal to you, then he can tell the rest of the group only by saying the first sound of its name. Vary this game with colors, fruits, etc.

3. The above game can be adapted to the names of the children in the classroom. Sound out the entire name slowly when the initial sound is not enough of a clue. "I see a girl named B__"

4. Have the children tell you how these words are the same or ask what you are talking about. The first column is appropriate for kindergarteners.

roses-daisies (flowers)
Tues.-Sat. (days)
shirts-shoes (clothes)
apples-grapes (fruits)
10-8 (numbers)
bread-butter (food)
red-blue (colors)

bed-chair(furniture)
June-May (months)
school-library (buildings/ places)
cat-duck (animals
men-children (people)
highways-drives (streets)
avacado-palms (trees)

5. Ask the child which words do not belong in the group. Then ask why the other words do belong.

toy-doll-gun-desk
knife-salt-spoon-fork
red-blue-white-sweet
glass-cup-plate-eggs
apples-pear-oranges-milk

pie-cheese-book-apple
car-truck-ball-bus
book-pencil-lunch-chalk
rain-truck-clouds-sky
cold, light, warm,hot

pig-dog-hat
yellow-eyes-c
hat-coat-mop
egg-cake-leg
sun-moon-dirt

6. Help the child develop the skill of associating given words. Ask him what goes with the first of each word pair.

Bread and (butter)
cup and (saucer)
ice cream and (cake)
table and (chair)
dog and (cat)

hat and (coat)
chalk and (eraser)
soap and (water)
boys and (girls)
stop and (go)

mommy and (daddy)
salt and (pepper)
bat and (ball)
knife and (fork)
comb and (brush)

7. To gove further practice in sound blending, the following rhymes can be used since the anticipated rhymn is rather obvious. When necessary, appropriate pictures can be used.

a. The fuzzy cat chased the (rat.)
b. He sang until the bell (rang).
c. Ned is going to (bed).
d. Let's bake a (cake).
e. We will eat the (meat).

8. Have the children recall some familiar nursery rhymes. Say two lines of a rhyming couplet and let the children supply the missing word that rhymes.

Hickory, dickory, dock.
The mouse ran up the ____(clock).

Rub-a-dub-dub
Three men in a ____(tub).

Little Jack Horner
Sat in the ______(corner).

Little Tommy Tucker
Sings for his _____(supper)

Jack and Jill
Went up the ____(hill).

Rain, rain go away
Come again another ____(day)

High diddle, diddle
The cat and the ____(fiddle)

Humpty-Dumpty sat on a wall
Humpty-Dumpty had a great ____(fall).

9. Short rhymes in poems may be used.

a. He hit the ball when it bounced off the ____(wall).
b. She hit the cat with the ____(bat).
c. The train ran through the ___(rain).
d. Don't cry, I'll give you a piece of ____(pie).
e. We found Bill at the bottom of the ____(hill).

10. Read the rhyme below. The child supplies a color word which rhymes with the underlined word.

What color rhymes with bed?
With ink you like to write.
What color rhymes with Jack?
What color rhymes with mellow?

What color rhymes with shoe?
And muff, and fan, and kite?
That's easy to put down,
And with a funny clown.

11. This time the child is given the word and asked to think of the rhyming word.

call-ball
book-look
site-kite
may-say

ring-sing
ink-pink
hill-pill
mat-hat

top-hop
jack-tack
lame-game
brick-kick

fish-dish
clown-town
car-tar
pair-chair

sail-tail
play-day
me-tea
log-dog

12. Lotto cards or other picture cards can be used by saying, "I will slowly say a word like this, 'ch-a-ir'. Look on your card to see if you need that picture. If so, say its name and I will give you the picture." You may want to review the cards with the children, sounding out their names before actually begining the game. Animal and family pictures are good for kindergarten and first grade.

13. Display pictures of familiar objects for the child, ie.,hat, can, car, flower, etc. Give him the beginning of the word and he chooses the picture to complete it. After he has been through at least eight pictures, refer to the same pictures again and give him all but the first sound of the picture. He is to choose the picture and say it correctly.

cat-ca__
cat-__at

dog-do____
dog-__og

table-tab___
table-_able

flower-flow___
flower-__ower

FIRST GRADE

14. Introduce sound blending words which represent objects in the classroom. "Find something on my desk with the name b-oo-k." You may want to consider the following words which are broken up into their sound units.

d-oor
r-o-pe
ch-a-k (chalk)
c-l-i-p

p-e-n-c-i-l
w-i-n-d-ow
f-l-o-w-er
sh-ir-t

d-e-s-k
f-l-oo-r
t-a-b-le
p-l-a-n-t

l-i-t (light)
r-u-l-er
b-oy
z-i-pp-er

16. Ask the child to think up as many words as possible to rhyme with the selected word. Words to consider may include:

ball
car
hill
blue
book
sail
play
shirt
fish
ring
mouse
rug
run
top
chair
man
rat
hen
tell
she
boat
block
some
card

17. Give the child a word and let him find objects in the room which rhyme with the word.

Word	Object
lumber	number
block	clock
cook	book
tall	ball - wall
hen	pen
talk	chalk
rope	soap
label	table
poor	door
toy	boy
fair	chair
fox	box
curl	girl
flight	light
bug	rug

18. Continued practice in locating sounds in the beginning, middle, and final positions in words will help to develop auditory sequencing skills. Have a paper with three pockets on it. Also give them a ca rd with a letter on it. ('s' for example) Say the word 'sand' and have a child put 's' in the first pocket since he heard it at the beginning; taps, 's' in the last pocket,etc

Beginning Sounds

19. Have the child say the sound of the omitted letter.
   a. The flower was very _retty. (f-p-b)
   b. The old oak tree fell _own. (t-d-b)
   c. The baby was playing in her _rib. (v-t-c)
   d. The dog is chewing his _one. (b-t-p)
   e. That car can go very _ast. (a-e-f)
   f. I forgot to drink my _ilk. (m-g-n)
   g. Leaves turn brown in the _all. (t-f-j)
   h. The family went on the _icnic. (p-d-t)
   i. The train went down the _racks. (d-t-l)
   j. When I am happy I like to _ing. (c-s-e)
   k. I put the horse in the _arn. (d-t-b)
   l. Before bed, I take my _ath. (b-f-c)
   m. The clown was very _unny. (p-f-g)

20. Ask him to fill in the blank with a word that starts with the same sound. (Make ditto)

chalk________ pencil________ lunch________ door________
(picnic, chair, log, dirt)

letter______ hear__________ milk_________ bark________
(must, lost, him, ball)

app le_______ car__________ down_________ every________
(door, can, even, after)

fast_________ good__________ hat__________ turn________
(give, fat, too, hot)

jump_________ kick__________ good__________ new__________
(go, just, keep, now)

open_________ rod___________ saw__________ week_________
(when, over, run, see)

Ending Sounds

21. Ask the child to fill in the same ending sounds.

(t-ee-tr-k-n-sh-p-ch)

a. The boo_ helps me coo_. e. There is a fi_ in the di_.
b. Wear a ha_ when you ba_. f. The he_ was in the pe_.
c. The windmi_ was very sti_. g. The shi_ will ti_.
d. The tr_ fell on my kn_. h. The wit_ has a swit_.

22. Ask the child to complete each sentence by filling in the blanks.

(ar-er-ir-or-ur)

a. I heard a b__d sing his song. i. Janet has c__ly hair.
b. The tig__ belongs to the cat family. j. My room is upsta__s.
c. The h__se is in the b__nyard. k. I like bread and butt__.
d. T__n the handle for wat__. l. Buy milk at the st__e.
e. She has a pa__ of shoes. m. I see a st__ in the sky.
f. The wood is b__ning. n. She w__e her new dress.
g. The c__ had a flat t__e. o. We will play aft__ lunch.
h. The t__key spread his wings. p. The p__ty was fun.

23. Imitate one another in sounding out words. First graders should have at least 5 turns, second graders at least 7-10.

24. Give a sentence with one word sounded out.

a. The cat catches the r-a-t. The cat c-a-tch-es the rat.
b. The witch has a long n-o-se. The w-i-tch has a long nose.
c. The owl sits in a t-r-ee. The owl s-i-t-s in a tree.
d. The d-o-g wagged his tail. The dog wagged his t-a-il.
e. The white h-or-se won the race. The white horse won the r-a-ce.
f. The turtle has a h-ar-d shell. The t-ur-t-le has a hard shell.
g. The child is reading his b-oo-k. The child is r-ea-d-ing his book.
h. The s-t-r-ee-t is busy. The street is b-u-s-y.

25. Play Twenty Questions about a lengthy word you have sounded out.

a. t-e-l-e-ph-o-ne (I ring, you can talk on me.)
b. s-i-de-w-al-k (You step on me, I am hard.)
c. b-i-cy-c-le (I have two wheels, I go fast.)
d. m-ou-t-ai-n (I am tall, sometimes I have snow.)
e. b-r-ea-k-f-a-s-t (I am something you have in the morning.)
f. p-l-ay-g-r-ou-n-d (You stand on me and run on me at recess.)
g. t-e-l-e-v-i-sion (You watch me, I talk to you.)
h. v-e-g-et-a-b-le (You eat me.)
i. f-ir-p-l-a-ce (I hold logs. Santa needs me.)
j. h-i-pp-o-p-o-t-a-m-u-s (I am the fatest animal in the zoo.)

Second Grade:

26. Say a sentence about a picture and sound out one of the words in the sentence for the child to guess. Gradually sound out more words in the sentence and eliminate the picture.

27. Tell the child to say the sound of the missing letters of the rhyming word.

a. A bag of toys is by my bed.
The ball I have is big and _ed.
b. The sky is cloudy and gray.
I can't go out to_ay.
c. When I am called to ea t,
I always have some _eat.
d. I like bread and honey.
To have it you need _oney.
e. The cow went moo,
After he ate my _oe.
f. When we go on a walk,
We sing and _alk.
g. Don't go very far
In your new _ar.
h. The rain came down in a shower,
on the beautiful _lower.

28. Tell the child the word you have selected, then have 2-3 sentences with a missing word that rhymes with the selected word.

Fall
Steve can play with a _all.
Uncle Dave is a _all man.
Mast
She is the _ast one.
The train just went _ast.
Book
I have to _ook the dinner.
I will _ook for my paper.
Rig
I saw a pink _ig.
The ocean has _ig waves.

Wire
The _ire is hot.
The car has a flat _ire.
Dish
What a lovely _ishbowl.
When you see a star, make a _ish.
Phone
My dog likes a _one.
I like an ice cream _one.
Cup
The Christmas tree is fun to fix _p.
There was a fight with the kitty and _up.

29. Prepare an answer sheet with three possible number sequences for each set. Give one of the sequences and the child will circle or point to the one he hears.

2-6-4	7-3-5	9-1-5	7-2-4	8-3-6	5-8-2	1-2-3
4-2-6	5-7-3	5-1-9	4-7-2	6-3-8	8-5-2	3-1-2
2-4-6	3-5-7	1-9-5	1-7-4	3-8-6	2-8-5	2-3-1
9-5-3	8-7-1	5-9-6	7-2-4	6-2-7	4-7-2	5-3-7
3-9-5	7-1-8	9-6-5	4-2-7	7-6-2	2-4-7	7-5-3
5-3-9	8-1-7	6-9-5	2-4-7	2-7-6	7-2-4	3-7-5

30. Prepare an answer sheet with three possible letter sequences for each set. Follow the same instructions as in exercise 29.

a-s-r-v	b-t-x-o	y-m-r-c	d-z-n-i	e-u-p-k	f-s-l-a	c-l-p-a
r-s-a-v	t-x-o-b	r-m-c-y	z-i-n-d	u-e-k-p	l-a-s-f	p-c-l-a
v-a-r-s	x-o-t-b	r-y-c-m	i-n-d-z	k-p-e-u	s-l-a-f	a-l-p-c
y-b-o-n	g-w-j-b	h-v-p-t	i-c-u-r	d-h-i-l	k-t-s-f	x-j-e-a
o-y-b-n	w-g-j-b	p-h-v-t	u-i-c-r	i-h-d-l	s-k-t-f	e-j-x-a
n-y-b-o	b-w-g-b	v-t-h-p	c-i-r-u	l-d-i-h	f-k-s-t	a-x-j-e

31. Prepare a sheet with five or more pictures. Give two directions for each picture. These are to be given aloud.

a. Put an X above the car and a line under the bed.
b. Circle the reunning boy and put an X beneath the boat.
c. Put a line through the airplane and circle the first fish.
d. Put an X over the cup and on the light.
e. Put a circle in the box and an X beside the chair.

32. Have a child close his eyes. Then perform the suggested tasks and have him tell you what he hears, in the proper sequence. Do not tell them the directions. A tape is available for this exercise.
a. sharpen pencil, knock on door, and rap on table.
b. bounce a ball, clap hands, tap foot
c. write on board, open door, jump on floor
d. tear a paper, open a drawer, hum a few notes
e. tap a pencil, wrinkle paper, make a 'sh' sound
f. snap fingers, blow out, click your tongue

33. Have the child repeat sentences after the teacher of up to seven words.
a. I like vanilla ice cream and chocolate cake.
b. The children had fun at the party.
c. The puppy likes to play with me.
d. Grandfather likes to walk in the park.
e. The sun helps the trees and flowers grow.
f. She was looking for her red shoes.
g. Mother needs to go to the store.
h. David and Mark are playing the drums.
i. Terry read a story about wild animals.
j. Jim helped the teacher clean the erasers.
k. Things that are alike are the same.
l. Rhyming words have the same ending sounds.
m. Things that are the same are alike.
n. To talk and talk is to chatter.

SPEECH SCORING SHEET   + = pass   - = fail

NAME__________ TEACHER__________ GR____ SCHOOL__________ SUBJECT__________

DATE																													
1																													
2																													
3																													
4																													
5																													
6																													
7																													
8																													
9																													
10																													
11																													
12																													
13																													
14																													
15																													
16																													
17																													
18																													
19																													
20																													

Dr. G. Treadway

TEST OF PHONICS SKILLS

Date________________

Student's name________________ Grade________________

Teacher's name________________ Age ________________

JUDGE RIGHT OR WRONG ONLY WITH REGARD TO THE ELEMENT BEING TESTED - NOT THE WHOLE WORD!

1. Initial Consonants (1,2)

					Diagnosed Skill Needs	
bub	hub	lub	pub	tub		
dub	jub	mub	rub	vub		
fub	kub	nub	sub	wub		
xub	yub	zub	cub	gub		

2. Final Consonants (1,2)

bub	bug	bum	but		
buc	buh	bun	buv		
bud	buj	bup	bux		
buf	buk	bus	buz		

3. Blends (Clusters) (1,2.3)

brub	blub	scub	sprub		
grub	splub	busp	bunk		
prub	twub	smub	stub		
glub	scrub	frub			

4. Digraphs (1,2.3)

shub	bush	chub	buch		
phub	buph	thub	buth		

Phonics

Diagnosed Skill Needs

5. Vowel Digraph (1,2,3) First vowel sounds out only.

bie	beab	beeb	baib	boab
(pie)	(beat)		(babe)	(boat)

6. Silent E (2,3)

bebe bob bobe bube babe

bab bibe beb bib bub

7. R Controllers (2,3)

ir, er, ur = same

birb	bar	barb	bur	berb
(bird)	(car)		(churn)	(her)

8. Soft or Hard C (2,3) "c" followed by e,i,or y takes "s" sound.

ceb	babce	cib	bocy
s	s	s	s
becing	cab	bice	cob
s	k	s	k

9. Open and Closed Syllables (2.3)

bā bŏb bī bŭb

bĭb bū băb

bē bĕb bō

if the word ends with vowel, it's long.

10. Soft or Hard G (2,3) "g" followed by e,i,or y takes "j" sound.

bage	bog	gab	
j	g	g	
gib	gobe	bugub	bugy
j	g	g	j

11. "l" and "w" Controllers (2,3)

balt	alk	ank	bawk	awn
(salt)	(balk)	(tank)	(hawk)	(lawn)

12. Diphthongs (2,3)

boy	boup	bow	boib
(toy)	(cow)	(cow)	(toy)

14. Syllabication Principles (3) NOTE CHILD'S PRONUNCIATION OF VOWELS

ō/mik	ŏp/na	ō/kle
ā/dim	ŏl/la	săm/ple
ī/dis	ĭd/la	pŭb/ble
ū/ko	dĭt/ta	spŏc/kle
ī/bik	ŭt/sut	wăc/kle
		mō/dle
v/cv	vc/cv	le

"le" preceded by consonant takes consonant.

Suggested grade levels from Barbe's Reading Skills Checklist and/or Harper Row Basal Series Reading Program.